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ABSTRACT

This report contains profiles of initiatives in the 50 states and Puerto Rico to connect learning and work. Learning and work initiatives combine education reform, workforce preparation and economic development to prepare individuals for a lifetime of learning, citizenship, and career success. The profiles are drawn from state applications for grants under the federal School-to-Work Opportunities Act of 1994. The profiles indicate that each state is moving forward on some or all parts of the agenda, such as the following: (1) raising academic expectations for all students while integrating more applied and entrepreneurial learning into the classroom; (2) documenting student achievement through testing or performance assessment that lead to academic and skills certificates; (3) providing meaningful learning and career exploration opportunities for students in the workplace where they can apply their knowledge in real-world settings; (4) coordinating state services and achieving a unified vision or set of goals for education; (5) building joint programs among K-12 education and two- and four-year college campuses; and (6) including employers, parents, and the community as partners in the education process. Each state profile consists of some or all of these parts: an overview, education practice, legislation and policy, coordinating structure, implementation strategy, higher education involvement, evaluation, special programs, notes, contact person, and sources. (KC)

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PROFILES IN CONNECTING LEARNING AND WORK

STATE INITIATIVES

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PROFILES IN CONNECTING LEARNING AND WORK

STATE INITIATIVES

by Diana M. DeLuca

June 1996

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Several ECS staff members were key in the development of both Governor Tommy G. Thompson's Connecting Learning and Work initiative and the publication of this document. In particular, Diana DeLuca was instrumental in providing vision, coordinating internal and external efforts and writing the information contained here.

Other contributors include: Josie Canales, Sherry Diane Grabowski, Jackie Korb, Charles Lenth, Donna Payne-Greenberg, Chris Pipho, Amy Sebring, Sherry Freeland Walker, Anna West, Gerrit Westervelt and Mark Weston.

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PREFACE

by
Governor Tommy G. Thompson, Wisconsin

As 1995-96 chairman of the Education Commission of the States (ECS), I selected Connecting Learning and Work as the theme for my year-long initiative. During my chairmanship, it has been my pleasure to travel the country, sharing the Wisconsin experience with others and speaking out for education reform in general and Connecting Learning and Work in particular.

Wisconsin has been involved for a number of years with programs that connect learning and work. By creating a skilled workforce, these programs have helped us meet the human resource needs of our economy and attract business to our state. They also have helped us convince young people of the need to stay in school and plan to return for further education during their lifetimes.

I have seen firsthand what a difference these programs can make in students' lives. A short while ago, when I visited a health-care facility in Milwaukee, I saw high school students working and learning on the job. They were taking care of patients, working with the medical staff and "trying on" health care as a profession. The students were excited about what they were doing and told me of their plans for postsecondary education. I was excited because many of these students had not planned on furthering their education. They now could see the importance and relevance of what they were learning as it connects to their futures.

These experiences are being duplicated throughout Wisconsin. Parents tell me that students look forward to going to school and participating in the learning process. Participating employers tell me how impressed they are with the maturity and high level of skills they see in the students. Graduates of the Wisconsin apprenticeship programs proudly tell me of their responsibilities on the job.

I am proud of what we have been able to accomplish in Wisconsin: increasing numbers of students educated for successful and rewarding careers, employers provided with well-prepared and valuable employees, and the state's economic future strengthened by a world-class workforce.

But even this is not enough. Wisconsin has set a state goal that when the class of 2000 graduates from our public schools, 90% will have mastered basic skills through challenging academic content standards, all will have career plans, and all will have some workplace experience.

In selecting Connecting Learning and Work as my ECS initiative, I hoped it would focus national attention on the need for partnership and collaboration to prepare students to take their places as citizens and employees in a rapidly changing world. The state profiles included in this document have shown me that the vision which spurred us on in Wisconsin is echoed in the experience of other states. All of us want our students to achieve high standards, see the relevance of classroom learning to the real world, and develop lifetime career goals based on their interests and aptitudes.

It is my hope that these state profiles will be of interest to everyone who wishes to understand how learning and work are being connected across the nation. The companion document also produced for my initiative, *Connecting Learning and Work: A Call for Action*, lays out the challenge for state leadership in implementing these systems. Taken together, these documents provide the overview and vision state policymakers need to move forward.

I would like to thank the ECS staff for helping to carry forward this national discussion of Connecting Learning and Work. It is my hope that this discussion will continue and spark further actions that will better serve our students.

INTRODUCTION

This report contains state summaries or "profiles" of state initiatives to connect learning and work. The term *Connecting Learning and Work* is the name ECS has given to the set of initiatives that combines education reform, workforce preparation and economic development to prepare individuals for a lifetime of learning, citizenship and career success. Readers will find these initiatives familiar, since they build upon and connect elements of school-to-work programs.

The profiles are drawn from state applications for grants under the federal School-to-Work Opportunities Act of 1994. These applications were used because they provide broad descriptive information on state activities not always readily available elsewhere. Each profile has been checked for accuracy by the state's school-to-work coordinator and has been updated where possible. Because initiatives to connect learning and work are moving rapidly across the nation, these profiles are snapshots in time, and persons interested in the most recent information should contact the coordinator listed at the end of each state. The profiles, however, do provide an overview of the vision, planning and implementation of these programs in each state.

As the state profiles show, Connecting Learning and Work is creating new forms of state leadership and encouraging state government, communities, schools, employers and families to work together to assure student success. Every state is moving forward on some or all parts of the agenda:

- Raising academic expectations for all students while integrating more applied and contextual learning into the classroom
- Documenting student achievement through testing or performance assessment that lead to academic and skills certificates
- Providing meaningful learning and career exploration opportunities for students in the workplace where they can apply their knowledge in real-world settings
- Coordinating state services and achieving a unified vision or set of goals for education
- Building joint programs among K-12 education and two- and four-year college campuses
- Including employers, parents and the community in unprecedented roles as partners in the education process.

As the profiles also show, state initiatives to connect learning and work differ considerably across the nation, particularly in those areas where the components of this new idea (applied learning, serving all students, employer involvement, skills and knowledge certification, lifelong learning, partnerships and collaboration) intersect with established practice as reflected in state statutes, board policies, teacher training and professional development, and postsecondary admissions policies. At the same time, however, sufficient structural similarities at the state level allow for comparison across the states.

The Structure of State Programs That Connect Learning and Work

Figure 1 presents a composite picture of a state structure that promotes and supports an initiative to connect learning and work. Read from left to right, it suggests the collaboration essential to the initiative's success.

Roles of state leadership

Governors and legislators have powerful roles to play in initiatives that connect learning and work. Their leadership is needed to set the vision and call to the table the various parties who will build the initiative. They are challenged to create the vital balance between traditional top-down management and local autonomy.

Roles for the statewide task force, council or coordinating committee

The statewide committee has the primary responsibility for keeping the state initiative on course. Generally composed of members at the highest levels of state leadership — CEOs, cabinet officials, presidents of postsecondary institutions and superintendents of education — this body sets the overall policy agenda for the state, develops state implementation strategies, holds local and regional partnerships accountable, encourages employer participation and is itself accountable to the governor and to the public.

Implementation/management team roles

The management team may be a subcommittee of the statewide coordinating body, although more usually it is independent. This team is responsible for establishing the criteria for funding local partnerships, providing coordination (particularly in the areas of skills and academic certification) and facilitating cooperation among employers, communities, state agencies, educators, students and families. The typically small school-to-work office reports to this team, and it is generally advised by a series of committees or subcommittees. In some states, further coordination is provided by an intra-agency committee composed of representatives from state offices involved with workforce preparation.

State collaborative activities

The state collaboration strategy is the glue that holds together the state initiative. Whether established by legislation, policy or voluntary agreement, the collaboration agreement presents the common understanding of what students will experience in their years of education and, by extension, responsibilities for which local partnerships will be held accountable.

This strategy sets out the state's shared understanding of what students should know and be able to do and how their learning will be measured and certified; how the state will structure the initiative and where local partnerships will fit within that structure; how employers will be involved and what incentives or benefits they may expect; and strategies for bringing together the state's K-12 and postsecondary education institutions.

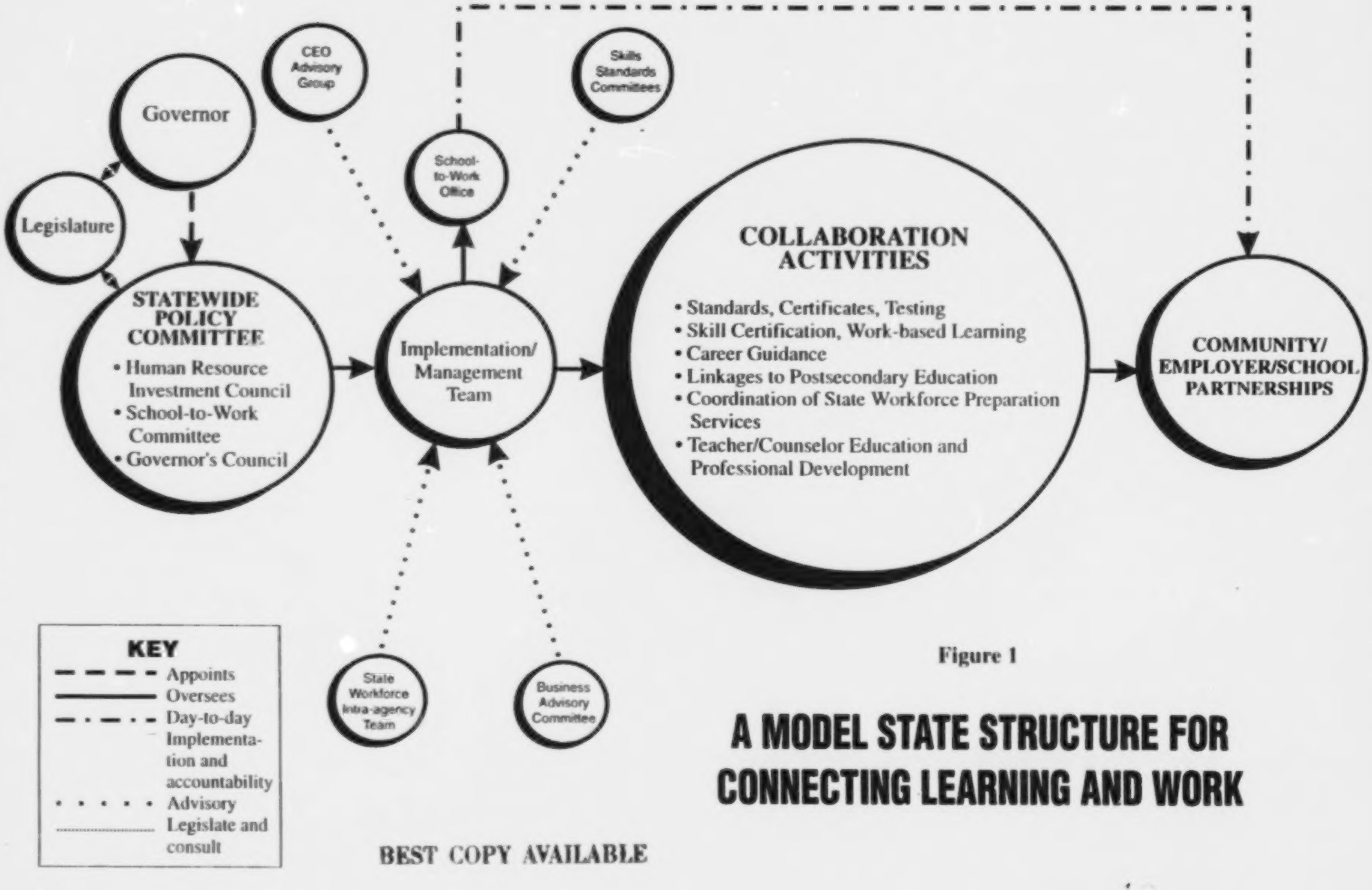
CEO Advisory Group
Skills Standards Committees
Governor
School-to-Work Office
Legislature
STATEWIDE POLICY COMMITTEE
• Human Resource Investment Council
• School-to-Work Committee
• Governor's Council
Implementation/ Management Team
COLLABORATION ACTIVITIES
• Standards, Certificates, Testing
• Skill Certification, Work-based Learning
• Career Guidance
• Linkages to Postsecondary Education
• Coordination of State Workforce Preparation Services
• Teacher/Counselor Education and Professional Development
COMMUNITY/ EMPLOYER/SCHOOL PARTNERSHIPS
State Workforce Intra-agency Team
Business Advisory Committee
KEY
Appoints
Oversees
Day-to-day Implementation and accountability
Advisory
Legislate and consult

Figure 1

A MODEL STATE STRUCTURE FOR CONNECTING LEARNING AND WORK

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Regional and local partnerships

Composed of a broad sector of participants, local partnerships are the key components of initiatives to connect learning and work. Most states allocate resources to the partnerships on an "as-ready" basis. Local partnerships are composed of school administrators, teachers, community organizations, faculty, parents and teachers charged with preparing local plans for providing applied-learning opportunities within specific occupational areas. Efforts are made to empower these partnerships to make local decisions, qualify for funding by meeting specific criteria and put in place effective systems for evaluation that will permit continuous improvement and comparison across school districts and regions.

Generally, funding criteria include evidence of how the proposed program will integrate academic and career education, connect to postsecondary education, promote high academic standards, align with state plans, involve employers, build across industry clusters and provide evidence of student success.

Local partnerships have the major responsibility for student career success since they must recruit local worksites and hold responsibility for student accomplishment.

Specific Questions to Ask About State Initiatives to Connect Learning and Work

Cross-state comparisons can be made by asking how each state is choosing to respond to a set of core questions regarding Connecting Learning and Work:

1. *How is the state defining, coordinating, funding and holding accountable the local partnerships of schools, businesses, students and parents?*

   Is the state creating new structures such as a human resource investment council or is there a governor-appointed school-to-work task force or committee responsive to and responsible for the local partnerships? Has the state received federal funding under the School-to-Work Opportunities Act or is the initiative primarily state and private funded?

2. *How does the state develop a shared understanding of which student skills will be assessed and certified, how this assessment will be done and by whom, and how local partnerships will be held accountable for student outcomes?*

   Has the state passed comprehensive legislation for education change? Are there statutes that, taken together, define a framework for standards development and education change? Are there separate policies or statutes that address specific portions of education reform? Does the state prefer to create a structure for local communities to become involved voluntarily?

3. *What kind of credentials will K-12 students be able to carry with them as evidence of what they can do?*

   Does the state offer or plan to offer academic certificates such as those of initial mastery, academic proficiency, core mastery or foundation skills once students demonstrate attainment of a set of basic skills, usually in or about 10th grade? How will workplace skills be documented? Does the state have certificates of advanced mastery, workplace readiness and/or occupational proficiency? Do these fit with or replace conventional high school diplomas, state occupational licenses and other types of certificates?

4. *How is the state assuring that initiatives to connect learning and work serve all students, including those headed immediately for the workplace and those directly entering colleges and universities?*

Has the state removed the so-called "dual track" that separates students bound for postsecondary education from those headed for the workplace? How is the state implementing high academic expectations as well as work-based learning experiences for all students? Does the state make clear the expectation that all students are to be prepared for some form of postsecondary education?

5. *How are rural and inner-city populations being included in initiatives to connect learning and work?*

How are states, particularly those without large industries, providing opportunities for students in rural areas? Are the schools being encouraged to consider school-based enterprises to provide students with opportunities for applied learning? What incentives are provided for business and employer involvement to provide more opportunities for inner-city youth?

6. *What are the links to postsecondary education?*

How are states building the bridges from kindergarten through grade 12 and between employers and higher education? Is the state considering integrated curricula? Is the state supporting collaborative programs such 2+2 concepts (a program built across two years of high school and two years of community or technical college); 2+2+2 (high school+two-year college+four-year campus), 2+4 (high school+four-year campus); or Pre-K-adult, K-14 or K-16 curricula?

7. *How is the state encouraging employers to become active partners?*

Is the state considering or implementing some form of tax incentive, protection from liability or provision of technical assistance for worksite mentoring? Are there both state-level and local incentives to encourage employer and business involvement?

8. *How is teaching being changed by Connecting Learning and Work?*

What commitment has the state made to teacher and counselor preparation and professional development? Has there been commitment from higher education to review the curriculum of the state's teacher training institutions? Do the state department of education and higher education leadership have formal agreements to work together? Do teachers and counselors have opportunities to obtain worksite experience? What actions has the state taken to obtain the support of the individual classroom teacher?

9. *How will initiatives that connect learning and work be evaluated?*

Does the state have a system in place for following student performance over time? Is the state far enough along to have short-term and long-term evaluation structures? What will these measures show? How will they be used?

Connecting Learning and Work: The Challenge for the Future

Despite the relative youth of Connecting Learning and Work as an education reform initiative, the profiles in this document demonstrate remarkable progress between and among the states. Some of this success derives from the power of such initiatives to attract broad support. However, it remains unclear how state initiatives will unfold. All states, even those who received some federal planning and implementation funding, will need to establish mechanisms for collaborative support of these initiatives. The need for public support is still a challenge in many states, and many connections to various programs remain to be made. Judging from the state profiles, however, Connecting Learning and Work has struck a responsive chord among the states and will move forward as long as state leaders, employers, parents, students, families and local communities maintain their interest and support.

ALABAMA

Overview

Alabama has taken steps to raise academic standards by defining a common core curriculum and requiring that students pass an exit exam for high school graduation. The state strategy is to build on a youth apprenticeship model that requires academic accomplishment at the level of Algebra I.

Education Practices

Starting in 1996, 9th graders will be required to pass a strengthened **High School Basic Skills Exit Exam** in order to graduate from high school.

A youth apprenticeship model has been established in the state. Developed jointly by the Alabama Department of Education and the U.S. Bureau of Apprenticeship, the program requires completion of Algebra I, one year of vocational course work and completion of the entrance exam required of adults prior to entering the apprenticeships. From 1994 to 1995, 287 students participated in the program.

Legislation, Executive Orders, Policies, Studies

1995 Legislation defines a core curriculum: science, English and social studies integrated with vocational courses and/or programs. Academic credit is to be granted for career preparation as long as academic competencies can be documented. The State Board of Education has adopted increased graduation requirements of 24 credits to graduate, including algebra and geometry.

Coordinating Structure

The governor has appointed the **School-to-Work Partnership** comprised of nine state agencies at the cabinet level. The state superintendent of education, chancellor of postsecondary education and commissioner of rehabilitation services are cabinet level but not constitutionally appointed. Cabinet member partners include the directors of the Alabama Development Office, Alabama Department of Labor, Alabama Industrial Development Training, Department of Industrial Relations, Department of Economic and Community Affairs and the commissioner of the Department of Human Resources.

Each official, in turn, appoints a professional staff person to the **Partners' Workgroup** facilitated by the governor's representative for School to Work. Each also nominates a business-industry representative to be appointed to the partnership by the governor.

Remaining partners include an academic teacher, vocational administrator, religious leader, students and others as appropriate.

The Partners' Workgroup already has expanded through subcommittees to include guidance and counseling; child labor-fair labor standards; a two-year college model, including a community college president and both urban and rural technical college presidents; and a *local* labor market needs assessment to be accomplished county by county.

Subcommittees emerge and expand as issues are examined and found to require intensive research and discussion. Non-partner business-industry representatives are included in each.

Implementation Strategy

The partnership has devised a planning strategy that establishes basic state criteria for granting seed money to form local partnerships across the state. These will be identified by letters of interest distributed at state conferences.

The Partners' Workgroup provides technical assistance to groups upon request.

Higher Education

Two-year colleges are represented at all levels of planning. The community college president from the Partners' Workgroup chairs the subcommittee developing a model for implementation. This subcommittee links with the Economic Development Partnership which runs on parallel lines with School to Work and further involves contact and interaction with the business-industry sector.

Evaluation

The workgroup has identified the basic issues that implementation will address. Each issue is currently being examined, including techniques for measurement. The issues have been presented to the partnership and will form the operational plan for implementation.

Notes

The Phoenix City School System, a *High Schools That Work* site, received a $500,000 federal Urban-Rural Opportunities Grant for 1994.

The state has 28 tech-prep consortia, involving 30 two-year colleges and 188 school districts.

Contact

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Sources

State Initiatives in School-to-Work: A Working Paper, Southern Regional Education Board, 1995.

Governor's School-to-Work Partnership, Governor Fob James, Jr., State of Alabama, 1995.

ALASKA

Overview

Alaska does not have comprehensive legislation for School to Work or a history of executive orders. The state's strong history of local control and geographical remoteness have worked together to create a decentralized approach. Because of geography, the state has particular challenges in providing students with work-based learning opportunities. The state strategy has been to create a central Human Resource Investment Council that serves as the focal point for increasing educational achievement and instituting work-based learning. Alaska received a federal grant to design a state system for one-stop career centers. The very detailed Alaska School-to-Work Opportunities System Plan provides the overall structure for workforce preparation and educational change in the state by specifying goals, strategies and activities. Alaska received $1.3 million in 1995 under the School-to-Work Opportunities Act.

Education Practices

The Alaska School Counselors' Association, in conjunction with the Alaska Department of Education, has developed the **Alaska School Counseling Program**. Most school counselors in Alaska have been trained in the concept of a comprehensive career counseling program. The counselors' association has chosen School to Work as one of three main initiatives (along with resiliency and structuring).

The system for School to Work is being built on student performance standards developed through the **Alaska 2000** project. The **Alaska State Board of Education** has adopted foundation skills in English/language arts, mathematics, geography, skills for healthy life, fine arts, technology, world languages, science, history and government/citizenship. The state is beginning the development of a statewide assessment strategy. The state will rely on the standards developed by the National Skill Standards project in order to develop portable credentials.

A **Rural School-to-Work Group** (1995) recommended the expansion of work-based learning on the basis of community service projects, expansion of the **Rural Student Vocational Program** and school-based enterprises. Alaska will follow a four-year plan designed by **Public/Private Ventures** (Philadelphia) to provide rural students with two summers of educational enrichment and work experience; one summer of community service learning experiences; and one summer job internship.

The Board of Education mandates high school graduation requirements but leaves all other matters to the local level.

Legislation, Executive Orders, Policies, Studies

1995 Legislation creates the **Alaska Human Resource Investment Council** (AHRIC) effective July 1, 1995, to develop and oversee the implementation of a comprehensive state human resource development system. AHRIC is composed of the lieutenant governor; the commissioners of education, commerce and economic development, labor, community and regional affairs, and health and social services; one representative each from the University of Alaska, public education, secondary vocational education, postsecondary vocational education and adult basic education; four representatives from labor; one representative each from an agency serving Alaska Native Peoples and from community-based service and developmental disabilities agencies; plus up to four additional members to assure a private-sector majority and regional and local representation. AHRIC oversees School to Work.

Members of the School-to-Work Council and the **Technical Assistance Group** (TAG) form the core of the **School-to-Work Implementation Task Force**. The task force develops the **Alaska School-to-Work Opportunities System Plan** and prepares a vision statement:

> *To prepare all students for productive lives, Alaska envisions a performance-based, student-centered system providing planned transition from school to employment while encouraging life-long learning.*

1994 Then-Governor Walter Hickel appoints the Alaska School-to-Work Council (ASWC) and charges it to develop a statewide plan. This council represents business/industry; economic development; education/school boards; public agencies; proprietary schools; public boards, commissions, associations; state and federal training agencies; and vocational student organizations.

ASWC is supported by TAG, composed of representatives from the commerce and economic development, community and regional affairs, education and labor departments, as well as the University of Alaska and the Governor's Council on Vocational Education.

1989 **Alaska Youth Ready for Work** (RFW) is formed. This is the primary, statewide nonprofit employer organization designed to assure that all students are prepared to succeed in work. RFW is to recruit workplaces for applied learning. The University of Alaska and employer organizations are to provide technical assistance and training for mentoring organizations.

Coordinating Structure

The statewide system for School to Work is part of Alaska's human resource development system and receives oversight and governance through the **Alaska Human Resource Investment Council** (AHRIC), which connects workforce development, economic development and education systems. AHRIC merges the work of the Alaska Job Training Council, the Governor's Council on Vocational Education, Employment Security Advisory Council and programs supported by Carl Perkins, the Job Training Partnership Act (JTPA), Adult Education, JOBS and the Wagner-Peyser Act.

The **School-to-Work Implementation Task Force** is a committee of AHRIC.

Higher Education

Statewide, School to Work calls for (1) the University of Alaska system's schools of education to include strategies for integrating academic and vocational education in preservice and inservice training and (2) the Board of Regents to encourage adoption of policy in support of clear, planned transitions with no repetition or duplication for students.

The University of Alaska system has been providing technical assistance and training for employers providing work-based learning. The University has also committed to work with the Alaska School Counselors' Association and the Department of Education to ensure that counselors are prepared to implement the Alaska School Counseling Program throughout the state.

Implementation Strategy

Alaska is divided into three JTPA service delivery areas subdivided into eight regions. There are also six labor market areas. School to Work will basically adopt these existing regions, paralleling the structure to be used for the state's One-Stop Career Center system.

Alaska Youth Ready for Work has established criteria for successful reform efforts in School to Work that have inspired five model projects in four school districts, initiated in 1990 and ongoing.

Evaluation

Alaska will use a three-part process of data collection, formative evaluation and summative evaluation. Baseline data will be collected on student demographics, placement in postsecondary education or employment, teacher awareness, numbers of employers and schools involved, employer expectations and performance of local partnerships. The statewide system will survey participating employers.

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Source

Alaska School-to-Work Opportunities System Implementation Grant, June 1995.

ARIZONA

Overview

Arizona does not have comprehensive legislation in support of School to Work, but the state pioneered career awareness programs in the 1970s, supported by $100 million of state funds over a 10-year period. Employers have been involved in programs similar to School to Work since the 1980s. The state was one of the first to develop content standards (essential skills) and state assessments. The state has implemented a Vocational/Technical Education (VTE) model that forms the backbone of the system. There is rich history of students being involved in paid-work experience. Arizona plans to coordinate existing structures into a comprehensive system; benchmark student academic and occupational achievement through the Arizona Student Achievement Program and state assessments; and expand the VTE model to make it available to all students. Arizona received a $3.6 million implementation grant under the School-to-Work Opportunities Act in 1995 and a federal Department of Labor award to implement one-stop career centers.

Education Practices

Arizona has made a commitment to a system "rather than a set of demonstration sites," in the process accepting the geographical challenge of serving students in rural areas as well as in the rapidly growing urban areas. This commitment includes initial career awareness and basic academic skills in K through grade 6; appropriate mastery of academic skills and career exploration activities in grades 7 and 8; initial career objectives in the 9th grade, **Certificate of Academic Proficiency** and career major in 10th grade; and academic and occupational learning leading to a diploma, test of academic mastery and skills certificate in grades 11 and 12. All 11th and 12th grade students will complete a high school diploma, a career portfolio and a workplace-specific or higher education placement test. All 12th grade students will have planned to be prepared for postsecondary education.

A vocational skills certificate will be given when earned at the end of the 12th grade. An industry skills standard certificate can be earned in grades 12 through 14. The **Arizona Workforce Compact** provides career direction for high school students.

Arizona has put in place a **Vocational/Technical Model** (completed in 1990), which provides a sequence of workforce preparedness. This model emphasizes career exploration and core skills and moves to specific skills as students progress; includes six sets of skills ranging from technology to basic academic and career development; and has four levels of instruction that integrate multiple skills in preparing students for work. The model includes grade 7 through lifelong learning; work is underway to extend it to K through grade 6. About 50% of districts have at least one state-approved VTE program (1992-93), enrolling 26% of all junior and senior high school students.

Legislation, Executive Orders, Policies, Studies

1995 Exit assessment for 12th graders is made mandatory by the state superintendent of public instruction. A passing score is needed for graduation. The test covers either occupational skills or college entrance.

In February, the governor issues an executive order establishing the **State Council for School-to-Work**. In March, a statewide conference is held.

1992 Arizona completes the **Arizona Strategic Plan for Economic Development**, now known as the **Governor's Strategic Partnership for Economic Development (GSPED).** Together with related studies prepared by Arizona State University, this plan moves the state to an integrated course of economic development, workforce development and educational reform.

1970 Career Education Cooperative Education is established to provide high-quality, work-based learning experiences.

Coordinating Structure

The governor has placed oversight for planning efforts in his office. The **Arizona School-to-Work Council** is responsible for policy, system oversight and system evaluation. The council is composed of large and small employers from rural and urban areas, heads of departments of education, economic security, industrial commission, economic development and the community colleges board, plus directors of relevant programs, parents and citizens.

School to Work administered out of the Governor's Office of Community and Family Programs, assisted by six interagency teams and with input from employer and educator advisory committees. This office is responsible for implementing policies set by the council and for overall operations and management of the system through the state interagency teams. This office is involved in developing a benchmarking-outcomes accountability system and is responsible for public information, grants competition, curriculum and training resources, professional development, technical assistance, dialog with employers and a computerized management information system. In general, the 14 Job Training Partnership Act (JTPA) sites are used for organizing local partnerships.

Implementation Strategy

Creating local partnerships is a new organizational structure for the state. These partnerships are based in the 13 regions and two JTPA (Indian) regions and place particular emphasis on serving students in very rural, isolated areas.

Higher Education

Postsecondary education must be represented in local partnerships as a condition of funding and must work with secondary educators in developing curriculum and technical assistance resources. Arizona State University's College of Education and the executive director of the State Board of Directors of the Community College System participate on the interagency committee that coordinates and provides administrative support for School to Work. Team teaching and visits are encouraged between secondary schools and community colleges. Postsecondary education participates in 2+2+2 (high school+two-year college+four-year campus) and 2+4 (high school+four-year campus) programs.

Arizona State University, Northern Arizona University and the University of Arizona, among others, will provide professional development opportunities through summer training and reinforcement training year round. Arizona State will provide training models for teachers, counselors, administrators, vocational teachers and administrators; models for workplace mentors and liaisons; and models for local partnerships and for the use of technology to provide distance learning, technical assistance and data systems.

Arizona State University, East Campus, is opening a program that will include high school students in School to Work as well as out-of-school youth and adults in technology programs linked to the College of Engineering and Technology.

Northern Arizona University, in conjunction with selected secondary and postsecondary programs, will offer hospitality programs. The University of Arizona will become involved in the biotechnology program for a wide offering to high school students across the state.

In 1994, the State Board of Directors of Community Colleges and the Board of Regents agreed upon "a clean transcript," which permits clean transfer of credit from the community colleges to the university. Emphasis will be placed on encouraging students to use this process.

The governor has opened discussion with the State Board of Regents concerning a possible competency-based admissions process and is considering a work-based learning experience as a prerequisite for college admissions.

Evaluation

Arizona State University, through the Morrison Institute of Public Policy, will evaluate School to Work. The state's exceptionally detailed process of evaluation will operate at both state- and school-performance levels. This includes accountability in service delivery (program implementation and practices), program impact (gathering and analyzing student outcome data), and program processes and practices. Arizona intends to link evaluation to program improvement. Student, program and state performance measures will be included, as well as qualitative and quantitative program information.

The state's evaluation system will adapt a **benchmarking model**, which will seek to accommodate local self-assessment and data collection for the purposes of program improvement while providing policymakers with a way to collect information needed to ensure that funds are spent appropriately. Ideally, local practitioners collect data on the various benchmarks specified for their own program improvement purposes and pass information relevant to state-level performance measures on to the appropriate state agencies. The preliminary benchmark design builds on work at the Center on Education and Work at the University of Wisconsin.

Special Programs

AlliedSignal has had a 15-year partnership with the Phoenix Union High School District and the Arizona Department of Education, Vocational Technical Education and more recently the East Valley Institute of Technology. This partnership has resulted in a showcase "youth co-op/apprenticeship" program with over 1,500 students trained for machining.

During the 1980s and 1990s, the VICA Industry Council involved over 30 industries in Phoenix and Tucson in building programs and VICA skill events. Today, these events have more than $2 million in industry resources and are considered a form of certification of students from the local, regional and state levels.

Notes

A 1994 evaluation of the VTE model indicated that 80% to 100% had made gains in academic skills related to course competencies. Most sites reported 90% to 100% completion; 18 reported 100% completion. Emphasis is being placed on expanding this model to K through grade 6, integrating SCANS skills into the context standards and benchmarks at K through grade 12 and providing technical assistance.

One thousand secondary vocational education programs serve 98,000 students annually. Fifteen tech-prep consortia served approximately 4,000 high school and 2,000 college students from 1992 through 1994. Over 20,000 high school students have graduated from tech-prep programs; currently, 1,945 have articulated to community colleges.

Bioindustry, business services, environmental technology, food, fiber and natural products, high tech industry, mining and minerals, optics, tourism and transportation industries have currently been targeted in the state's economic development plan.

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Source

Office of the Governor, *System Building: Developing and Implementing Arizona's School-to-Work Opportunities Initiative*, June 1995.

ARKANSAS

Overview

Arkansas has taken steps to strengthen the academic content of both college-preparatory and career-preparation programs. The legislature authorized the expenditure of $7 million to expand youth apprenticeships from 1991 through 1995. However, the state does not have comprehensive legislation for School to Work that covers all students.

Education Practices

Arkansas law and Board of Education policies require all schools to offer college-preparatory and tech-prep curricula, although not all students are required to select one of these options. This means that it is still possible to be enrolled in a general program. Students selecting the college-preparatory option are being required to meet stronger academic standards.

Major emphasis has been placed on developing a youth apprenticeship program, which incorporates much of the philosophy of School to Work. The state established competency testing for tech-prep vocational completers in 1986.

Students enrolled in tech prep are required to take career orientation in the 7th or 8th grade. During this course, they develop individualized career plans that are updated annually.

Arkansas has 14 tech-prep consortia funded by Perkins Title III, Part E. Secondary and postsecondary schools within these consortia have developed articulated programs of study in agriculture, business, marketing, home economics, medical professions, and trade and industrial education.

Legislation, Executive Orders, Policies, Studies

1995 The General Assembly passes **Act 1103**, providing an income tax credit for businesses participating in youth apprenticeship programs. Businesses are permitted to deduct $2,000 or up to 10% of apprentice wages, whichever is less.

1991 The legislature passes the **Arkansas Youth Apprenticeship/Workbased Learning Act**, which calls for the Department of Education to establish a youth apprenticeship program and provide funds to consortia of schools, postsecondary institutions and employers. To support this effort, $7 million is authorized for fiscal years 1992–1995.

Among other things, the act calls for partnership among employers, labor, government, high schools and postsecondary education; employer involvement in setting skill standards and credentialing of mastery; a minimum of one year of high school and two years of postsecondary education; and integration between classroom and workplace learning. Youth apprenticeship programs focus on health services, industrial machinery maintenance, computer information systems and management, metal working, food service production and management, and banking and finance.

Coordinating Structure

The governor has appointed a statewide advisory council for School to Work, including representatives of business (the primary membership), industry, labor, education and the state legislature. This council advises the governor, promotes School to Work, identifies best practices among the state's programs and works with other committees to develop and implement. Efforts are under way to involve businesses more directly in program implementation.

Implementation Strategy

The state has funded 10 youth apprenticeship model programs. Regional education consortia are responsible for all but one of these. A statewide consortium of metal-working industries is responsible for the tenth. All together, these consortia involve 137 employers and serve 187 students.

Higher Education

Postsecondary institutions are involved in the tech prep and youth apprenticeship programs and in the regional councils for School to Work.

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Source

State Initiatives in School-to-Work: A Working Paper, Southern Regional Education Board, 1995.

CALIFORNIA

Overview

California has not yet enacted comprehensive education reform or legislation for School to Work, although several bills were introduced in the 1996 legislature to change this. The California School-to-Career Plan sets goals for the state, including possible legislation to establish School to Career and to establish a statewide system of credentials and assessment. The state has a wide array of programs already in place and, pending funding, plans to build on these to create a system that serves all students. Building a school-to-career system is seen as a way to increase efficiency and build the economy and, because of this, the system is an integral part of the larger issues of education funding and workforce preparation policy. The state is placing emphasis on developing a K through grade 14 curriculum as part of School to Career.

Education Practices

California plans to create a coherent structure of career pathways, career majors, skill standards and certificates. The California School-to-Career Plan (1994) calls for the State Education Code to be amended to establish a **Certificate of Foundation Skills** in the 10th grade, a **Certificate for Career Entry** at either high school or community college and a **Certificate of Technical or Associate-level Skills** in the community colleges. The structure intends that any of these three certificates may lead to a bachelor or higher degree. The state's work on creating standards in banking and telecommunications industries will provide a model for the proposed **Advisory Council and Committee on Student Assessment and Certification**, which the plan charges with developing statewide standards consistent with local and national efforts.

In the elementary grades, students are to develop an awareness of work; in grades 6 through 8, they explore career alternatives; in grades 9 and 10, they are introduced to career pathways; by grade 11 or 12, they develop career plans. All pathways will be linked to certification, associate degrees and/or university admission. The task force for School to Career intends to ensure that the system meets the state university entrance requirements.

The state has developed curriculum frameworks in history-social science (1988), English (1987), mathematics (1992), science (1990), visual and performing arts (updated 1989), foreign languages (1989), health (1992) and physical education (1992). The state currently is developing curricular framework for School to Career. The California Business Roundtable has been leading an industry effort to develop skill standards in leading state industries, including banking, telecommunications, health and printing.

California currently has a number of programs that address the goals of School to Career. Eighty-three tech-prep consortia include all 106 community colleges and about two-thirds of the state's 800 plus high schools. Forty-five state-funded and 50 locally funded **Partnership Academies,** encompassing 15 different career fields, use interdisciplinary curricula based on career pathways. These partnerships operate in grades 10 through 12, linking high school and businesses, integrating academic and vocational education, largely for at-risk students. The state plans to link these, broaden them and create a coherent system. The state's 72 regional occupational centers and programs currently use "community classroom" (unpaid) and paid vocational methodologies directly related to students' instructional programs. Youth apprenticeships are available in construction, printing, health care and the hospitality/visitor industry.

Disabled students are served through **Workability Programs** and the **School-to -Work Interagency Partnership**. The plan proposes that local partnerships consolidate and/or redirect existing state and federal categorical resources to include special needs students enrolled in School to Career.

Several services tie the schools to the workforce development system. The **California Cooperative Occupations Information System**, a national model for comprehensive and accessible labor market information, provides linkages among schools and colleges, economic development agencies, students and job seekers. This system uses local employee surveys to obtain current, accurate and specific information, including wages, salaries, benefits, education, training and skill requirements, hiring and wage criteria, working conditions and career paths. About 80% of the population and labor force currently are covered; plans call for this to be expanded to statewide coverage in 1996. A recent product is an overview of the important job skills for California's top 50 occupations.

California's **Employment Development Department** provides electronic access to labor market information designed for program planning, counseling and job searching. The state has received a grant from the U.S. Department of Labor to develop a state plan for **One-Stop Service Centers**.

Legislation, Executive Orders, Policies, Studies

1995 **Senate Bill 645** requires that the State Job Training Coordinating Council develop a system of report cards for the performance of workforce development and programs for School to Career.

1994 An interagency partnership is established, consisting of representatives from the Department of Education, the chancellor's office of the community colleges and the Employment Development Department representing the governor. This partnership creates an ad hoc management structure to coordinate planning for School to Career.

In June 1994, the governor appoints a 27-person **Governor's School-to-Career Task Force** to develop the state's planning for a system. This group includes representation from the California Business Roundtable, the Industry Education Council of California, education, legislators, labor organizations, parents, advocates for special needs populations, Job Training Partnership Act (JTPA), economic development, teachers and state agencies. The task force appoints a resource group of representatives from associations and organizations affected by School to Career.

Senate Bill 1417 requires the State Job Training Coordinating Council to report to the governor and the legislature on workforce development plans including performance standards, information systems, coordination among programs and governance. An initial report is issued in 1995. A supplemental report with recommendations for comprehensive reform of workforce development will be issued in 1996.

The California Business Roundtable produces *Mobilizing for Competitiveness: Linking Education and Training to Jobs*. This study provides a blueprint for linking secondary and postsecondary education to emerging employer requirements.

The California Teachers Association issues the report *Rediscovering Education: Creating Schools for the 21st Century*, which identifies safe environments, individual help, English proficiency and advanced technology as essential elements.

1993 The Commission on Innovation presents the report *Choosing the Future: An Action Agenda for Community Colleges* to the Board of Governors of the California Community Colleges.

1992 The Department of Education releases *Second to None: A Vision of the New California High School,* which recommends systemic change in the high school structure. Among the recommendations are academic mastery around 10th grade; selection of career/program majors (career clusters); reexamination of current course approval procedures for admission to the University of California and California State Universities; integrated academic and vocational curricula; and linking School to Career with higher education, industry and the employment training community.

Coordinating Structure

The California Plan for School to Career proposes that the governor appoint a high-level **School-to-Career Advisory Council** to take over the responsibilities of the Governor's School-to-Career Task Force. The new council is to include nominees submitted by the state superintendent of education, the chancellor of the community colleges system and the University of California and the California State University systems. This body is to make policy recommendations to the governor, legislatures, education and training governing bodies regarding state-level coordination; and to coordinate its activities with state agencies such as rehabilitation, industrial relations, social services, developmental services and the California Youth Authority.

Plans call for this council to establish special committees: student standards and assessment, employer and labor involvement, system evaluation and accountability and education issues and practices.

Implementation Strategy

The Association of County Superintendents has divided California into 12 regions geographically consistent with those of Goals 2000. Funding is to be awarded competitively to self-generated local partnerships. Funding criteria for first-round implementation sites include the ability of local partnerships to commit a sufficient amount of funds from a variety of public and private sources, contribute to bringing School to Career to scale and support the overall goal of representing the diversity of the state.

Higher Education

Statewide development of tech-prep programs has formally linked instructional programs in grades 9 through 14 or 11 through 14 in 91 tech-prep consortia. A memorandum of agreement has been signed between the Board of Education and the Board of the Community Colleges affirming a common commitment to coordination and collaboration, especially in regard to vocational education. The **Joint Advisory Committee on Vocational Education** addresses issues affecting linkages and coordination, particularly in regard to federal programs in vocational education.

A formal agreement exists between the community colleges and the California state universities to focus on common interests in workforce preparation and economic development. In November 1995, the Education Roundtable, comprised of the chief executive officers of all segments of public education, announced a five-year collaborative program to support the restructuring and reform of K through grade 16 education.

The **California School to Career Plan** identifies K through grade 14 education as the first priority of the system. California State University and the University of California are both represented on the task force and in planning for local partnerships to ensure that all students have the possibility of postsecondary education, that teacher education and professional development keeps current of educational change and that university research and evaluation resources can support School to Career.

Evaluation

The state will employ an independent contractor, selected through a competitive process, to evaluate the state's progress at least every two years. The evaluation will include a sample of selected local partnerships. Partnerships will be required to provide annual reports and will be independently evaluated every two years. The state will produce an annual public report no later than three months after the close of the program year.

In addition, statewide committees on **Student Assessment and Certification** and **System Evaluation and Accountability** will be appointed to assist the School to Career Advisory Council in developing recommendations on information systems and performance goals.

Special Programs

The **Los Angeles Area Tech-Prep Consortium** is a national tech-prep demonstration site that includes East San Gabriel Valley Regional Occupational Program, Los Angeles Trade and Technical College, Mount San Antonio College, California State University-Los Angeles, Citrus College and 18 high schools in six districts. Over the past three years, the consortium has reduced dropout rates from a high of 54% common in the region to a maximum in the program of 3%. The program requires standard academic high school courses reinforced by technical courses. The **State Center (Fresno) Community College Tech-Prep Consortium** is another national demonstration site.

Notes

Local partnerships in San Diego and Tulare County were among 15 communities that have received direct funding under the School-to-Work Opportunities Act. The Compton and Riverbank school districts in Los Angeles and Stanislaus counties respectively received grants as high-poverty areas.

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Sources

The California School-to-Career Implementation Grant Application, 1995.

The California School-to-Career Plan, April 28, 1995.

COLORADO

Overview

Colorado is planning for a K through grade 16 system and has legislatively mandated all school districts to move to academic content standards by the end of 1996. These standards, together with state Goals 2000, form the educational foundation for Colorado's initiative in School to Work. Initiatives within the state are decentralized, reflecting the state's local-control governance structure. The state's experience with strong tech-prep programs will be used as a model for best practices and professional development for School to Work. To facilitate cooperation among state agencies, each agency has been asked to identify discretionary funds and establish a joint pool of resources. In 1995, the state received $4 million under the School-to-Work Opportunities Act.

Education Practices

Colorado's vision for School to Work:

> *. . . an integrated, standards-based educational system (K through adult), tied to economic development, that ensures through partnerships that all of its young people are prepared to excel in the competitive and dynamic global marketplace.*

Preferring to design a system rather than impose a single model, Colorado is supporting local variation within a framework of accountability. In 1995, the Board of Education adopted a set of model content standards in reading, writing, mathematics, science, history and geography. By statute, school districts must adopt content standards and assessment by the end of 1996. The **National Career Development Guidelines**, created in Colorado, provide competencies and indicators that guide career development K through adult.

The focus of K through grade 6 is academic learning; at the same time, students begin the process of developing general workplace competencies. Career awareness and self-awareness in an academic context is promoted through the **Connections Curriculum**.

Academics continue in middle school but with more emphasis on tying these skills to occupational learning. The individual career profile commences at the 8th grade. **Working on Real Life Discoveries** (WORLD) integrates academic and occupational exploration.

In high school, learning is grounded more extensively in the integration of academics and occupational education. At the end of high school, each student leaves with a diploma or GED and an **Individual Career Profile** demonstrating student attainment in academic and general workplace competencies. This profile includes a specific career goal and plans for postsecondary education, technical training or employment.

Starting in the fall of 1996, assessments will be conducted at the 4th, 8th and 11th grades. The assessment also continues in years 14 through 16 (second through fourth years of postsecondary education). Career interest pathways are used to establish a coherent sequence of courses. Plans call for the creation of resource centers to support School to Work. Four partnerships around the state have been given funds to establish and expand career academies. Local partnerships that have these academies located into their areas will be required to show how they will be incorporated into the district's systemic plan.

Colorado's skill certification system will be designed by a **Business and Industry Advisory Skills Standards Panel**, a statewide group of professionals from different industries. This panel will define general skills and knowledge necessary for high performance workplaces, related occupations and specific industries.

The State Department of Education is aligning related programs such as **CONNECT** (funded by the National Science Foundation's Statewide Systems Initiative), the **Colorado Systems Change Project** for youth with disabilities and **Americorp/Service Learning** through strategies such as joint funding and is including alignment with School to Work as a review element.

Legislation, Executive Orders, Policies, Studies

1995 **SJR 95-32** encourages and supports statewide efforts to help students gain the knowledge, skills and experience necessary to succeed in the workforce.

23-1-105 Priorities for Higher Education Funding defines priorities for higher education funding, including better coordination with K through grade 12 and postsecondary options in workforce training.

40-15-501 Telecommunications Policy and Planning permits competition in local telephone services in order to increase access. Also, **40-3-106 Relaxing Regulatory Constraints on Certain Applications of Video Technology** permits discounted rates for use of systems for interactive video and distance learning.

1994 The governor issues an executive order establishing a **Statewide Steering Committee on School-to-Work Transition**. The committee membership is equally distributed among business, labor, education (primary, secondary and postsecondary), community-based organizations and government.

1993 **22-53-401 Statewide Academic Content Standards (HB 93-1313)** defines the State Assessment System. By the end of 1996, each school district is to adopt rigorous academic content standards and assessment.

22-30.5-101 Charter Schools permits the creation of charter schools.

1992 **23-1-119** directs the Colorado Commission for Higher Education to report back to the K through grade 12 educational system concerning entering freshman skills, abilities and proficiencies.

1991 **22-60-S-102 Colorado Educator Licensing Act** creates a performance-based system for licensing teachers and administrators that requires actual demonstration of knowledge and ability after coursework is completed.

1988 **23-35-101-110 Postsecondary Enrollment Options Act** increases options for students to take postsecondary work during the last two years of high school. Course work applies to high school graduation.

1985 Legislation requires a core curriculum for community colleges that is transferable to four-year institutions.

1981 **22-34-101 High School Fast Track Program** allows students who fulfill requirements for graduation to take one or more higher education courses during 12th grade.

Coordinating Structure

In 1994, the governor created the **Colorado Workforce Coordinating Council**, the state's Human Resource Investment Council, to advise the governor and have oversight for coordination and policy development for School to Work in the state. The council, which coordinates and aligns education and workforce reform, includes representatives and heads from education, labor, human services, employment and training, business and industry and elected officials at the state and local levels. The governor has chaired both the Goals 2000 Panel and the School to Work Steering Committee. Currently, the lieutenant governor chairs the **Colorado School-to-Career Partnership**, which is guiding educational reform among the state's school districts. A **CEO Think Tank**, composed of the chief executive officers from Colorado's premier corporations in key industries, is replacing the steering committee, which is being phased out. The Think Tank will develop private sector financial support and advise the state on workforce trends.

The school-to-career office is staffed by a project director, evaluation specialist and an administrative assistant. The grant was implemented through a transition team until January 1996, when an interagency team took over the responsibility. The school-to-work office provides overall management and coordination. This office will work with the Executive-on-Loan program and the **Interagency Coordinating Team** of staff from state agencies responsible for education, workforce development and economic development. Six regional school-to-work centers and councils form the state substructure.

The **Colorado State Department of Education** is responsible for coordinating technical assistance, fostering curriculum development and aligning School to Work with education reform initiatives.

The **Colorado Community College and Occupational Education System** (CCCOES) has responsibility for aligning School to Work with other federally funded programs, developing an articulation system for postsecondary education and training, supporting a comprehensive K through grade 16 guidance system and supporting a system of skills standards and certification.

The **Colorado Department of Labor and Employment** aligns School to Work with other labor and employment efforts and has the responsibility to develop the MIS system, to track student employment and wages and to expand apprenticeship programs.

The **Governor's Job Training Office** identifies strategies for youth at risk and develops after-school, weekend and summer work-based experiences.

Implementation Strategy

Colorado has been divided into six school-to-career regions based on already existing economic development and educational areas and approved by the Workforce Coordinating Council. Seven sites, one in each region, were identified as meeting readiness criteria and received implementation funding; 30 sites were chosen to receive development funding. The implementation partnerships will form the nucleus for outreach efforts to other sites.

Each regional center will have a technical coordinator to provide technical assistance, support to local implementation and assistance in identifying partnerships ready for funding.

Agencies closely aligned with School to Work will contribute all overhead and operating costs for members of the interagency coordinating team; salary, benefits and travel will be supported by increasing shares over a five-year period, from 50% the first year to 90% in the fifth year.

Higher Education

The Colorado Commission on Higher Education is charged to develop performance-based admission standards, establish a smooth articulation system to four-year campuses, develop the curriculum for grades 15 and 16 and to develop teacher education for preservice and inservice teachers in School to Work.

The commission supports a K through grade 12/higher education linkages initiative. Part of this is the **Next Step** project, co-sponsored by the University of Northern Colorado, the University of Colorado at Denver and Mapleton and Aurora school districts. The project is designed to model a process for creating a seamless K through grade 16 standards-based education system. Effective with the class of 1996, high school graduates from the two districts whose performance has been assessed in terms of standards may be admitted to the two four-year campuses on the basis of their proficiency levels in English, science, mathematics, geography and history.

The Colorado Department of Education, CCCOES and the Commission on Higher Education are to develop a K through grade 16 coherent and comprehensive curriculum for School to Work.

Colorado State University (CSU) has developed prototypes of preservice and inservice teacher preparation programs. CSU also houses the **Office of Technical Assistance for Tech-Prep Integration and Articulation**, a nationally recognized resource, as well as the **Career, Labor Market and Equity Clearinghouse**.

In 1992, the Colorado Community College and Occupational Education System developed a process for comprehensive statewide articulation to enhance acceptance and placement of students from secondary to postsecondary state-approved vocational education programs. The program, known as **Colorado Community Colleges/Access to Skills Training** awards community college credit for competencies and content mastered at the high school or area vocational school.

Evaluation

Evaluation in Colorado is being viewed as another opportunity for system-building with the local, state and national partners having complementary roles.

The primary roles of the state evaluation specialist and a faculty team from Colorado State University are to serve as information links and technical assistance providers to local partnerships, facilitating nationwide reporting and evaluating progress toward the goals of the School-to-Work Opportunities (STWO) Act. The state's role also includes:

- Building the capacity in statewide information systems to enable impact study from school district to postsecondary education to labor market and
- Coordinating the administration of special targeted studies (*i.e.*, employer satisfaction, interim results), as well as assisting with special nationwide studies.

The role of the local school-to-career partnerships is to:

- Listen to local audiences in order to be responsive/accountable to the local community
- Tailor program evaluation according to unique partnership strengths and needs and
- Evaluate progress toward local system goals and goals of the School-to-Work Opportunities Act.

The intent in this approach is that evaluations be designed to assist in the improvement of the delivery of services at the local level and that information linkages be established to evaluate the long-term impact of K-16 education.

Special Programs

Transportation/Logistics is a 2+2+2 (high school+two-year college+four-year campus) program involving Chatfield High School, Arapahoe and Red Rocks Community Colleges, CCCOES, the University of Colorado at Boulder, Delta Nu Alpha, the American Society of Transportation and Logistics, Denver Transportation Club, Coors Brewing Company, Federal Express, Houg International, Southern Pacific, Woodward Governor and other Colorado companies. Emphasis is placed on computers, accounting, human relations, English, mathematics, marketing and logistics. Students are mentored and participate in paid cooperative learning.

Career Literacy — Workplace Basics and Applied Academics is a consortium of a school system, community college and four-year college and technical education center, with involvement of business and industry. This program features individual educational planning based on student assessment, enhanced academic content in manufacturing and mechanical clusters and outcome-based curriculum.

Notes

Thirty-seven tech-prep consortia are in place, serving 7,000 students from rural and urban areas. Work-based learning is now a requirement for tech prep. Over 8,500 students participate in cooperative education.

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Source

Colorado's School-to-Work Initiative, June 1995.

CONNECTICUT

Overview

Designated "State of the Year" for workforce development in 1994 by the National Alliance of Business, Connecticut is committed to creating a structured system of education and training for youth that leads to full employment. The state has sponsored legislation and implemented policies that provide comprehensive, planned opportunities for workforce development, with the hope of stimulating the economy and providing jobs for its citizens. Its newest initiative is the development of the Connecticut Career Certificate program that coordinates the many successful applied education and academic programs under a common set of standards and criteria within a statewide School-to-Career System. The goal is to restructure education to include a combination of related school-based and work-based learning activities, bound together by common skills, curriculum, career guidance and assessment.

Education Practices

Connecticut is committed to preparing all students for the technical high-skill jobs of the future. As a result, the Department of Education, working with partners from other state agencies, business and industry, organized labor, professional organizations and the education community has undertaken the process of creating new pathways to form a School-to-Careers (STC) system statewide. Connecticut's goal is to develop a coordinated continuum of education and work experience that begins in the early grades, continues into adulthood and fosters orderly transition from schooling to a rewarding career.

Connecticut is committed to developing, supporting and implementing actions that demonstrate high expectations for student achievement. This was the focus of *Working Together for Student Achievement: Improving Education in Connecticut 1995-96*, the State Board of Education's statement of priorities for this year. The STC system is based on statewide goals of preparing students who can write, compute, solve problems, learn independently, perform in the arts and athletics, act responsibly, contribute to their communities, graduate from high school and move on to productive work and further study.

In particular, the STC system calls for all students to achieve high academic and occupational standards, receive guidance in choosing career pathways, learn in school and at a worksite, prepare for multiple postsecondary options, and participate in an integrated program of studies that has relevance to their future careers.

In the STC system, all students receive comprehensive career guidance. Elementary and middle-school students participate in career guidance activities. Starting in the 5th or 6th grade and continuing through high school, students develop career portfolios that outline their interests and course options. In grades 10 through 12, students participate in activities such as job shadowing, paid work experience, internships and mentoring.

The STC system is organized around eight industry-developed career clusters: arts and media; business and finance; construction technologies and design; environmental, natural resources and agriculture; government, education and human services; health and biosciences; retail, tourism, recreation and entrepreneurship; and technologies: manufacturing, communications and repair.

Students in grades 10 through 12, non-graded special education students who are 15 to 21 years of age, and students enrolled in postsecondary institutions and adult education programs are eligible to participate in STC who meet entry-level skills and upon demonstration of interest and other criteria as determined by the local/regional board of education, vocational-technical school system or regional education service center as appropriate.

Students participating in these programs select a cluster by the end of 10th grade and receive school-based instruction focused on academic, employability and technical skills outlined in the skill standards. Students also receive worksite experiences that includes a planned program of job training related to pre-employment and employment skills to be mastered at progressively higher levels. Worksite experiences are coordinated with school-based instruction. All worksite activities are outlined in individualized written training and mentoring plans, agreed upon by the student, parents or guardian, principal or chief academic officer of a postsecondary institution and the employer. All students graduate with an established career portfolio and have access to pathways into community-technical college programs or a four-year college.

STC programs must be approved by the Commissioner of Education and Labor after review and comment by the regional workforce development boards and the regional education service centers for the region in which the program will operate. To be approved, programs must have the approval of the superintendent of the Board of Education and document the support of applied-education teachers, guidance counselors and area employers. In addition, there must be plans to:

- Implement in-school and worksite experiences in at least one career cluster
- Prepare students to meet employer-developed academic employability and technical standards of each cluster
- Connect school programs with area employers
- Link secondary and postsecondary education
- Provide for student assessment leading to the Connecticut Career Certificate
- Provide no less than 80 hours of coursework and 180 hours of worksite experience per year for students
- Encourage males and females to enroll in nontraditional career clusters
- Link with regional and state plans for marketing STC
- Integrate with other funding sources and programs
- Provide services for students with disabilities and limited English proficiency.

Upon completing STC, students will perform rigorous academic standards, meet the employer-developed skill standards for a career cluster, have a portfolio and earn the **Connecticut Career Certificate**.

A **Certificate of Mastery** may be obtained upon demonstration of the acquisition of industry-developed skills for entry-level positions or achievement of more advanced shills. The certificate is designed to be a portable credential attesting to the mastery of academic, employability and technical skills in one of the eight career clusters.

Legislation, Executive Orders, Policies, Studies

1995 The State Board of Education issues *Working Together for Student Achievement: Improving Education in Connecticut 1995-96*, which fosters higher standards.

The Connecticut State Council on Vocational-Technical Education produces the report, *Preparing for a High Performance Work Place*. Appointed by the governor, the council has seven business members and six education representatives. The report includes the vision that *every student will leave school prepared to be a productive member of a technically oriented, high-performance economy* and that *every graduate bring to the job the knowledge and skills to make a successful beginning, as well as* *the ability to go on learning as job demands change.* Among other things, the council's report calls for a structured school-to-career system that includes academic, employability and technical skills translated into curriculum; a Connecticut Career Certificate for each of eight career clusters; and joint responsibility for education among employers, labor organizations and educators.

1994 **Public Act 94-116, Incentives and Training for High Performance Work Organizations and the School-to-Work Career Certificate Program** sets the policy direction and organizing theme for school to career. This act seeks to promote high performance business practices by granting businesses that use such practices and who employ students in School-to-Work priority in receiving assistance from the state's economic development and job training programs. It coordinates the system through a network of One-Stop job centers. The statewide policy framework is centered on the **Connecticut Career Certificate**. The act also authorizes school districts, regional vocational-technical schools, regional education service centers, together with local employers, unions and community-based organizations and colleges and universities to establish programs for School to Career. Within available appropriations, competitive grants are authorized. With certain exceptions, students are to be paid for work they do as part of the program.

The Department of Education issues a vision/mission statement calling for a new focus on education excellence, continuous improvement, creative leadership, professional and ethical conduct, customer satisfaction and service.

The Board of Education institutes a 10th-grade academic performance-based test — the **Connecticut Academic Performance Test** — to determine proficiency in mathematics, science and language arts.

The Department of Labor and the Department of Economic and Community Development, along with the Connecticut Development Authority and Connecticut Innovations, Inc., are directed by Public Act 94-116 to give priority to businesses participating in the Connecticut Career Certificate program when providing financial assistance.

1990 The State Board of Education adopts *The Vocational-Technical School System's Long-Range Plan 1990-1994.*

1989 The Connecticut Employment and Training Commission prepares the *Human Resource Investment Goals for the 21st Century.* This plan becomes the state's workforce development vision. It identifies 17 state agencies that operate more than 60 employment and training programs and calls for renewed efforts to meet the multiple education, training and support service needs of youth and adults. The commission is legislatively charged with coordinating workforce preparation efforts within the state across all departments.

1988 The Department of Education report, *Poverty and the Department of Education*, identifies major inequities in the funding of education statewide. The state institutes an Education Cost Sharing Grant program.

1987 The Board of Education establishes *Connecticut's Common Core of Learning* (revised in 1991 to include computer literacy, the capacity for lifelong learning and an emphasis on global perspectives and issues).

1986 *Jobs for Connecticut's Future* outlines the state's workforce needs.

Coordinating Structure

Direct management is provided by the School-to-Career Statewide Partnership (system design team), composed of representatives from the Department of Education, the State Apprenticeship Council, the Departments of Labor and Economic and Community Development, the Connecticut community-technical colleges, the Department of Higher Education, the AFL-CIO, regional educational service centers, regional workforce development boards and the Connecticut Business and Industry Association. The partnership tracks overall progress, reviews all major work products and ensures communication across partners and stakeholders.

Implementation Strategy

Connecticut has eight designated STC regions that are each governed by a regional partnership co-convened by the regional workforce development boards and regional educational service centers. Each region has a number of local sites that are at various stages of implementing STC plans and incorporating the use of industry-developed skill requirements into school-based learning activities.

All regions have been asked to:

- Conduct regional needs assessment
- Form regional STC partnerships that meet membership criteria specified by federal and state STC legislation
- Establish governance structures and fiscal agency responsibilities for the partnership
- Identify and recruit regional industries and employers that can provide students with high-skill, high-wage jobs
- Develop and implement detailed five-year implementation plans
- Fund implementation sites
- Adapt strategies for leveraging other local, state and federal resources.

Currently, there are 44 districts implementing STC programs throughout the state. In the fall of 1996, there will be 90 Carl Perkins Act implementation districts, of which 80 have developed STC plans.

Higher Education

As an active partner in STC, the state's Department of Higher Education addresses systemic issues of coordination and development, including academic transition and evaluation, program and curriculum articulation and expansion in career cluster areas. The department has also embarked on the process of inventorying collegiate programs that offer augmentation of work-based learning at the college level and professional development for college faculty and staff, with particular attention to preservice teacher and school professional training.

The community-technical colleges have been an active partner in the system design team, playing an important role along with business and industry in developing skill standards for the career clusters as well as developing curricular matrices to complement the standards. The community-technical colleges also have been working on the realignment of program offerings to be consistent with the STC statewide system. The college participate in and are part of the regional infrastructure.

Evaluation

Assessment for student progress, program goal attainment and an evaluation of the system will be used for local and state use.

Performance goals will be developed for all career clusters and standards developed collaboratively with business for broader system-wide evaluation of student achievement. Baseline data will be collected, including student performance, client evaluation of the system and local programs and employer satisfaction. A system evaluation also will be conducted. Local and regional participation in these assessment activities will allow students to acquire a Connecticut Career Certificate for their chosen career cluster.

Three instruments currently are being considered to measure student performance: the **Connecticut Academic Performance Test** given to all 10th grade students (academic skills), the **Connecticut Mastery Test** given to all 8th graders (academic skills), the **CASAS Level C test** given to adult education/out-of-school youth (employability skills) and SAT scores. With the assistance of business and industry, Connecticut is creating a checklist evaluation system to validate the attainment of technical skills within a given career cluster.

Special Programs

The **New Haven Regional Workforce Development Board (RWFDB)/Private Industry Council** received a 1994 local grant under the School-to-Work Opportunities Act. Nineteen neighboring towns currently are partners in STC in New Haven. There are 400 business partners, 4,000 students and 300 paid internships, along with 70 teachers, guidance.career counselors and coordinators participating in STC in the region. The lead partners are RWFDB of Greater New Haven, ACES, Gateway CTC and Science Park Development Corporation. New Haven has instituted seven our of eight career clusters. In addition, New Haven has developed a comprehensive mentoring training program to be offered to all of their business/industry partners.

Notes

Connecticut operates a system of state-operated regional vocational-technical schools: 17 schools and five satellites located in 20 towns. The curriculum covers 44 occupational areas. Each year, approximately 10,500 (8%) of the state's secondary-level students are served. Students choose to enter these schools.

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DELAWARE

Overview

Under the leadership of a loaned executive, the Delaware School-to-Work Planning Council developed a state vision in 1994. By late December 1994, an executive director was hired and strategies developed to create a statewide system. Since 1995, emphasis has been placed on creating partnerships among the state, business, labor, education and not-for-profit organizations. Twenty-one of the original 27 high schools have reaffirmed their participation in the Delaware School-to-Work initiative. The commitment of all district superintendents has also been obtained. In a survey of high school teachers, the overall response to School to Work was favorable, with many teachers stressing the need to sustain the initiative over the long run.

The council's primary function is to develop and implement models that mirror new and more effective ways of instituting school-to-career pathways across high-growth, high-wage, and high-skill industries in Delaware. Once the models have been evaluated and improved upon, the council will solicit employers within their respective industry sectors to implement and improve upon the test models.

Education Practices

School-to-work models being developed in Delaware call for non-tracked, thematic programs designed to prepare all students for at least two years of postsecondary education, work-based learning built into the core curriculum, replacement of separate vocational and academic tracks, integration of secondary and postsecondary education, career-focused certificates of competency for 11th and 12th grade students and external assessment of student progress across academic and vocational skills.

In the spring of 1995, **Kids and the Power of Work (KAPOW)** and the state collaborated to start two sites in Dover, Delaware (Kent County). Aetna has maintained its partnership with Dover Elementary School. This initiative was pilot tested to send a strong message that early career awareness is essential, to demonstrate business leadership and to encourage long-term employer commitment. Over 200 students participated. An early return is **Kraft Food**'s commitment to continue its partnership with **Towne Point Elementary School** for 1995 through 1996.

The **AFL-CIO** has endorsed School to Work in the state as a means for increasing the knowledge of middle and high schools and their teachers about career paths in the world of union apprenticeships. The **building trades unions** are committed to educating students about opportunities within their trades and also **to providing seniors with firsthand structured worksite experiences during the school year and the summer**.

During the development phase, School to Work recruited business organizations, unions and trade and industry associations such as the Association of Bankers, the Manufacturers Association, the Association of Builders and Contractors, the State Chamber of Commerce and local chambers throughout the state.

A collaboration of not-for-profit organizations has been formed to assist School to Work. This group includes Junior Achievement, Jobs for Delaware's Graduates, Project SEED (Summer Experiences for the Economically Disadvantaged), Science Alliance, Business Industry Education Alliance, Boys and Girls Clubs, the University of Delaware's Center for Economic Education and Entrepreneurship, ACES (Americans for the Competitive Enterprise System), Tech Prep and the Aerospace Foundation. Also included are an AFL-CIO building trades representative, community and technical college tech-prep coordinators and career counselors representing the vocational and technical high schools and the comprehensive high schools.

This collaboration has led to a pilot effort in New Castle County called **Beyond the General Track: A Model**. In order to replace the general track, these organizations are forging a partnership with Junior Achievement's **Warranty Program**, which has been operating in three high schools for the past three years. The partners of Junior Achievement include the directors of the Business Industry Educational Alliance, Boys and Girls Clubs and the Center for Economic Education and Entrepreneurship at the University of Delaware. The collaborative model will link academic requirements with career opportunities, build teachers' capacities to connect school learning with work and provide remediation and accelerated learning in after-school settings.

In addition to Beyond the General Track, the collaborative is assisting School to Work in identifying and addressing service gaps, designing a means for evaluation of their own initiatives, developing strategies for attracting private sector and legislative support and developing workshops to provide technical assistance to site-based planning teams.

The **Hire-Ed Program** encourages employers to request high school transcripts whenever they hire young people. By participating in this effort, employers send a clear message to young people that what they do in school affects their employment opportunities.

A partnership with the Federal Bonding Program will help increase the likelihood that youth with criminal records will be placed in work-based learning sites. At no cost to the state, the federal program has provided School to Work with 75 bonds of at least $3,000 each. These will be offered to employers at no cost in the hopes of opening doors to these at-risk youth.

Legislation, Executive Orders, Policies, Studies

1995 The Legislature passes laws to create charter schools and schools of choice. In April, the School-to-Work Office surveys a sample of employers who participated in the study, *Closing the Gap: School and Work*, sponsored by the Business/Public Education Council. Employers are asked to respond to the state's strategies for School to Work. Respondents underscore the need for School to Work and express their willingness to provide classroom volunteers and mentors, job shadowing, internships and structured workplace learning experiences.

1994 The governor appoints the **School-to-Work Planning Council**, co-chaired by the director of the State Economic Development Office and by the Secretary of Labor. The council is composed of the superintendent of schools, the president of the technical and community colleges and state leaders in business, labor and government. The council develops the mission statement, sets the strategic action and appoints the executive director. Five subcommittees address the areas of work-based learning, school-based learning, connecting activities, legal and regulatory barriers and planning and funding. The council's report to the governor is presented in January 1995.

1992 The state creates **New Directions**, a multi-year program to establish performance standards in core academic disciplines, use criterion-referenced tests to measure student performance and establish student benchmarks to assess outcomes over time. Funded at $15.5 million, New Directions is a partnership between the State Department of Public Instruction, local school districts and the Business/Public Education Council.

The Business/Public Education Council completes the *1992 Gap Analysis: Closing the Gap*, recommending that resources be targeted to staff and professional development, leadership development for principals and school teams, curriculum development, materials and supplies for the classroom, three additional non-instructional days for teachers, pilot programs and Governor's Annual Awards for Excellence. The governor appoints the **Education Improvement Council** to implement the recommendations and also to oversee Delaware's Goals 2000 State Improvement Plan.

1978 **Jobs for Delaware's Graduates (JDG)** is created during then-Governor DuPont's administration. JDG is a nonprofit corporation to provide School-to-Work transition and dropout prevention services, including training in self-esteem, leadership, career development and life and job survival skills.

Coordinating Structure

The School-to-Work Council oversees School to Work in the state. The council is broadly representative of critical stakeholders, including business, labor, education and the community. The Economic Development Office is the fiscal agent. The council's primary function is to develop and implement models that mirror new and more effective ways of instituting School-to-Work pathways across high-growth, high-wage and high-skill industries.

In each of Delaware's three counties, Innovation Councils are in the process of being formed. These councils are to be comprised of relevant stakeholders from education, business, labor, government and not-for-profit organizations. They will act as resource banks, using their expertise and influence to support site-based plans and innovation.

Implementation Strategy

Twenty-one of the original 27 high schools have reaffirmed their participation in School-to-Work. The commitment of all district superintendents has been obtained. High school teachers have been surveyed to learn their reaction to School to Work and their perception of student needs in the areas of classroom volunteers and mentors, job shadowing, internships and work-based learning experiences. The overall response has been favorable, with many teachers stressing the need to sustain the initiative over the long run.

Fourteen schools have developed or are developing a School-to-Work team that involves the superintendent, principal, a local school board representative, a career or guidance counselor, two teachers, two parents, business and labor representatives and other relevant stakeholders, with more than 50% of the members coming from **outside** education. These site-level partnerships are based upon voluntary participation, thereby increasing the likelihood of sustained commitment and participation.

Planning grants are being provided to each school that has met the membership requirement and has submitted a planning timeline. The planning grants cover 24 hours of planning per person for two teachers and the career counselor for their participation outside of normal school hours at a cost of $1,800 per school.

Each participating school has agreed to submit a strategy for School to Work. After review and approval by the full school staff, the plan is then reviewed by the **School-to-Work Panel**, comprised of School-to-Work representatives, educators and business and labor representatives. Final approval of a particular school plan rests with the School-to-Work Council. Given the different levels of readiness, it is anticipated that some schools will require more planning time and additional technical assistance. Through this strategy, the capacity will be built for **all** schools to plan, implement and continually assess and enhance their School-to-Work initiatives. These plans will become an integral part of a request for School-to-Work funding from the federal or state block grant.

School to Work is supporting efforts to implement site-based management in the schools. The state superintendent of public instruction has served on the School-to-Work planning council and has involved his staff in the design and implementation of the state initiative.

Higher Education

Delaware has a strong statewide community college system, the **Technical and Community College System**. Its four campuses are in partnership with high schools for tech-prep programs and School to Work.

Discussions with the technical and community college system have led to the colleges assisting one high school in efforts to:

- Involve business
- Align School-to-Work efforts with high-growth, high-wage and skill-career opportunities and
- Ensure student preparedness to pursue postsecondary education should they desire.

This joint effort will provide a model for identifying programs of study that lead to career opportunities and at least two years of postsecondary education. This effort is known as Owen's Project, described in the special programs section below.

The **University of Delaware's Center for Economic Education/Entrepreneurship** is part of a collaboration designed to ensure that schools are connected to a broad range of youth-serving and community-based organizations. The university's **Education and Research Development Center** will design the evaluation system for the state.

Evaluation

School to Work has earmarked funds to work with the University of Delaware's Department of Education Research and Development Center. The center will design surveys and qualitative instruments regarding School to Work. To ensure that all initiatives align with the intent and purpose of the federal legislation, state School-to-Work standards have been established, along with criteria for establishing structured workplace experiences, school-based initiatives and connecting activities. School-to-Work funds will be given only to initiatives that meet these standards.

The School-to-Work office will assess employer satisfaction on a timely basis. Skills of postsecondary and trade school graduates also will be monitored. This evaluation will create an accountability system. Data analysis will be designed to communicate to specific schools how well they are doing and to identify patterns at the school district, county and state levels. Frequent reporting will be used to maintain sustained support for longer term objectives and positive outcomes. Information will be used to communicate "best practices" to all stakeholders.

This evaluation system also will be used to assess how well high school graduates are being prepared to enter postsecondary education. This is a critical focus since projections show that by the year 2000, the large majority of jobs will require more than a high school education.

Special Programs

School-to-Work manages **Project SEED**, founded by a researcher at DuPont Agricultural Products. Project SEED is a career-education program that provides "progressive opportunities for learning" for economically disadvantaged high schools students funded by the American Chemical Society. Students have the opportunity to spend nine summer weeks with a scientist in a laboratory while receiving a stipend ($1,800 for first-time participants, $2,000 for second time). In cooperation with the Economic Development Office, plans are underway to provide 65 students throughout the state with stipend supported, nine-week summer internships in 1996.

Funded by a $27,600 grant from the American Chemical Society, an employer matching grant of $33,000 and $15,000 of Delaware School-to-Work (DSTW) development funds, Project SEED provides Delaware students with the opportunity to conduct hands-on scientific research, under the direction of a scientist in an industrial, academic or governmental laboratory, for nine weeks during the summer. These students will receive an $1,800 stipend. Peter Morrow, DuPont Contributions, has agreed to direct its $10,000 contribution to the American Chemical Society to DSTW/Project SEED.

Using an enhanced model of Project SEED called **Project Seed Plus**, School to Work will increase opportunities for students in business settings across health, finance, travel and tourism and construction. The initiative will be expanded to include all students. Competency certification will be an integral aspect of the summer experience. These structured summer experiences are a viable means of providing an extended school year, a key strategy for improving educational quality. These initiatives will be pilot tested during the summer of 1997, with some internships available during summer 1996.

The Ciba SEED: Teacher/Student Summer Work-based Learning Experience — Operating under a $25,000 grant from the Ciba Education Foundation and the leadership of John Deming, Ciba Pigments, DSTW has brought together two already successful programs in Delaware, Project SEED and SEE (Summer Employment Experience for teachers). This pilot offers teachers and their respective students a unique opportunity to participate in a nine week, structured work-based learning experience in a specific industry sector. Teachers and students from the same high school will be employed by the same company although they will serve in separate and distinct capacities.

To meet the demands and opportunities of a modern society, teachers and students need to understand the relevancy between academic requirements and work-based competencies. To facilitate this, DSTW offers teachers and their students an opportunity to experience meaningful work-based experiences in their community and trains teachers to bring these experiences into their classrooms.

This initiative is an integral part of education reform in Delaware. The SEED/SEE collaborative is a formalized means of conveying the knowledge gained from summer experiences of teachers and students. Collectively, they will use their learning to help their high schools and others rethink curricula, instructional methodology and professional training under the direction of the University of Delaware, Center for Economic Education and Entrepreneurship. A notable contribution of Ciba SEED is the extension of the school year into the summer for teachers and students, spearheaded by Junior Achievement and Science Alliance without the use or reliance upon federal and state funding. Five high schools have been selected and have agreed to participate in this pilot: William Penn, Howard, Smyrna, Polytech and Laurel. With the support and endorsement of John Deming, businesses across industries critical to Delaware's economic development will be recruited.

The Owens Campus, Delaware Technical and Community College/Sussex County High School Partnership: Early Childhood Career Pathways from High School — Delaware Technical and Community College, working collaboratively with DSTW, is mapping a strategy for modeling a school-to-career pathway in the area of early childhood education at a Sussex County High School, most probably Laurel or Woodbridge. Given that Delaware Technical and Community College has attained articulation agreements with Wilmington College and Delaware State University this school-to-career initiative offers a wide array of career opportunities for students choosing this career area. Specific implementation strategies are being developed. DSTW has provided Delaware Technical and Community College with a $2,400 planning grant. The model will be presented to the Department of Public Instruction for review and approval by the end of this school year.

The **MBNA/Delcastle Vo-Tech Co-Op Pilot Program**, patterned after Delaware School-to-Work directives, includes structured work-based experiences and job rotation within the Information Services (I/S) sector at MBNA, internal corporate education and development by MBNA, mentoring and supervisory support, and a higher education component. Eight seniors will alternate two weeks at MBNA and two weeks at school over 19 weeks for $6/hour. Fifteen juniors will alternate one week at MBNA and two weeks at school over 18 weeks. MBNA intends to hire at least 12 students for the summer, identify full-time positions for graduating seniors in 1997, and increase the number of students to 48 in the fall of 1996. Future outcomes include an expansion of the partnership beyond the I/S sector and a redesigning of school curriculum to meet other I/S needs, *i.e.*, LAN technicians.

Delcastle has been chosen to be a part of the GM **GMYES Program.** The initiative includes job shadowing, technical training and actual work experience at local, participating GM dealerships.

Students will start their technical training and shadow an auto repair technician at a GM dealership a few hours a week. Afterwards, they will work at the dealership during the summer, and then in the fall of their senior year, as apprentices at GM dealerships.

With the skills they learn in GMYES, students can find jobs as auto repair technicians, and move up the career ladder, specifically move up to service managers, parts managers, or dealership general managers.

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FLORIDA

Overview

Florida has passed comprehensive workforce development legislation and tied local and regional economic forecasting into School-to-Work planning. The Florida School-to-Work system model is administered on an established base of programs and initiatives. Mechanisms exist to support various system components and other funds are redirected to enhance the system. Current legislation proposed by the governor will provide specific state dollars for School to Work. Florida received $9.1 million in 1995 under the School-to-Work Opportunity Act.

Education Practices

Florida's comprehensive career education program began in 1988. Currently, students are offered career awareness in K through grade 5, interest and ability testing in grade 6, career exploration in grades 7 and 8, and skill development and academic preparation in grades 9 through 12.

Florida's **Pathways to the Future** is a major strategy for assuring comprehensive career assessment and planning. The Pathways strategy assists counselors and occupational specialists in working with students through the career planning process. Each career plan contains a structured plan of high school study, a career preparation program component and records of activities that promote self-awareness, educational development and career preparation.

Since 1993, Florida has been extensively restructuring the applied technology program curricula. Developed with employer participation, each cluster contains a core of broad transferable knowledge and specific occupational skills that include the SCANS competencies, employability skills, integration of academics and vocational and applied teaching methodologies that meet entry-level industry requirements.

The Florida tech-prep initiative is a six-year sequence that starts in grade 9 and includes at least two years of postsecondary education leading to a certificate or associate's degree. Over 250 high schools and technical centers are organized into 28 tech-prep consortia.

Under **Blueprint 2000**, Florida's education reform plan, advisory councils composed of students, parents, teachers, business and support staff must be formed at each school to assist with creating and evaluating a school improvement plan. The **Florida Commission on Education Reform and Accountability**, a broadly representative body, is responsible for each school's compliance and accountability. Schools are responsible for counseling, student testing, presenting an applied curriculum and arranging for students to gain needed workplace skills.

Curriculum coordination is not legislatively mandated, but it exists in local tech-prep and work-based learning initiatives. Integration of academic and vocational education is accomplished through the **Blueprint for Career Preparation**, career academies, tech prep and the **Gold Seal Endorsement and Scholarship** program. Guidance services are available through the **Blueprint for K through Postsecondary Education**. Florida, however, does not have a formal system for using exit exams to credential students.

Legislation, Executive Orders, Policies, Studies

1992 **Enterprise Florida — Jobs and Education Partnership** is established as the state's economic development organization. It is composed of three partnerships: the Capital Partnership generates financing for small businesses, the Innovation Partnership focuses on developing innovative knowledge-based industries and the Jobs and Education Partnership oversees workforce issues including the *Performance-Based Incentive Funding System* that rewards school districts and community college postsecondary vocational education programs for student success.

S233.068 Academies for Career Development and Applied Technology establishes magnet programs in specific career clusters. Twenty-five academies will be in operation by 1996.

S229.601 legislatively establishes the **Blueprint for Career Preparation**, which provides funds for K through grade 12 career materials, professional development on applied learning strategies, community involvement and integration of career education into the curriculum. Funding is directed to school districts to develop, adapt, or implement career development materials grade K through college; to provide preservice and inservice on applied learning strategies; coordinate community involvement; and integrate career education into the curriculum. All districts are currently funded.

S239.249 The Performance-Based Incentive Funding System is established to provide rewards for systems that successfully train and place dislocated and disadvantaged students and/or that place students in higher-wage, higher-demand occupations.

S239.109 requires that articulation agreements between secondary and postsecondary institutions must be documented locally.

S216.136(10) establishes the **Occupational Forecasting Conference**, which is responsible for generating an annual report on high-demand, high-wage occupations in the state.

1990 **Florida Statute 239.217, the Gold Seal Endorsement and Scholarship Program** awards competitive scholarships at four-year or technical schools to high school vocational students for outstanding academic or technical accomplishment. Students must earn 24 credits, complete job preparation, earn 3.0 in all courses and 3.5 in the major, display employability skills and attain skills in reading, mathematics and writing. The Florida State Board of Education includes this program in its Rule Chapter 6A-1.092. Eight thousand students have earned up to $2,000 each.

1988 Florida pioneers comprehensive career education, guidance and development. Established in 1988, Florida's plan focuses on career awareness in K through grade 5, personal assessment and technology literacy in grade 6, career orientation and exploration in grades 7 and 8, academic and specialized skill development in grades 9 through 12, and skill development and career advancement at the postsecondary level.

Coordinating Structure

A statewide leadership team is being formed to provide School-to-Work oversight. The team is comprised of regional partners. At least 50% will represent the private sector. The Jobs and Education Partnership and the Florida Educational Reform and Accountability Commission will provide policy input.

Implementation Strategy

Twenty-eight planning regions in Florida are being developed by building off the existing tech-prep consortia. These regions include one community college per region, anywhere from one to six school districts (counties) per region and one or more private industry councils. These regions will implement School-to-Work programs in phases. The first phase has begun with the "jump start" of seven regional partnerships implemented under the Florida School-to-Work grant. The second phase includes funding the remaining regions for planning. During year two, 21 regions will enter implementation.

Higher Education

To assist in the statewide curriculum restructuring process, Florida intends to develop and utilize **Institutes of Applied Technology**. Each institute involves one or more universities, community colleges, technical centers, high schools and businesses working cooperatively. The first Institute of Health Technology was established in 1994.

Evaluation

Florida is implementing a continuous quality-improvement evaluation model. It is based on self-reporting, site visits and ongoing qualitative/quantitative data analysis to identify best practices as benchmarks.

Special Programs

Florida is piloting the American College Testing program, *Work Keys*, statewide as a strategy for maintaining the active involvement of employers in the School-to-Work delivery system. Also, a student career development model is being widely diffused.

Notes

The state is emphasizing occupations in six primary career clusters: health care; hospitality/tourism/entertainment; information and telecommunications; construction related; human and social services; and finance and insurance.

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Sources

Florida School-to-Work Office, 1996.

State Initiatives in School-to-Work: A Working Paper, Southern Regional Education Board July 1995.

GEORGIA

Overview

Georgia's plan is to create an integrated workforce development system that will serve as an underpinning to economic development, educational improvement and to welfare and correctional reform. This means that education and human services organizations, state agencies and business and labor have made a common commitment to recognize workforce and education reform efforts as contributing to economic development. The system is pre-K to adult, with career clusters in development and pilot 2+2 programs between two-year and four-year baccalaureate-granting institutions. Building on a history of regional cooperation in the state, employers are being encouraged to work together to create a 501(c) corporation to enable employers to pool contributions to cover the costs of students' stipends, special workers' compensation and liability insurance. Georgia has committed $10 million of state resources to support and expand School-to-Work initiatives as a systemic part of educational improvement. It is the only state that devotes all lottery proceeds to educational improvement.

Education Practices

Georgia's vision:

> *. . . to build a system whereby residents have rewarding work and satisfactory income leading to a stronger Georgia economy in the global marketplace.*

The state's design seeks systemic change in the way students are educated and prepared for work and further education.

From preschool through 9th grade, students are to develop self-awareness and career-awareness skills. All 9th graders are to have tentative career plans based on general career focuses and a six-or-more-year program of study. The Department of Education has currently identified five career pathways: technical/engineering, environmental and agricultural sciences, business/marketing and information management, human services, and health and medical. Other career pathways can be developed by local partnerships.

In middle school, students have access to the state's computerized **Career Information System** and to **Career Information Resource Centers** available at all middle and high schools, youth correction facilities and other institutions. Career interest assessments lead to individualized student career plans.

In high school, students have opportunities for work-based learning, both in the regular school year and during the summer. Rural communities and correctional facilities use "virtual reality" worksites (including Internet and multimedia) offered over GSAMS, the state's distance education technology network.

The **Georgia Quality Core Curriculum** focuses on the knowledge and skills necessary to support personalized learning that will assure academic and career success.

The **Georgia Leadership Academy** will provide staff development and leadership development to all primary and secondary school professional personnel.

The **Georgia Council for School Performance** has identified community and school indicators.

Legislation, Executive Orders, Policies, Studies

1995 On June 7, Governor Zell Miller issues **Executive Order B-22-0093-1995** creating a 15-person **Policy Council on Workforce Development**, composed of eight private sector members plus the heads of the departments of children and youth services, corrections, education, human resources, labor and technical and adult education and the head of the University of Georgia system.

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Chaired by a person from the private sector, the council is charged with coordination, strategic planning and policy recommendation to create an integrated workforce development system; energizing the private sector to play a major role; recommending strategies to enhance state, regional and local capacity building for workforce development; recommending allocation of existing federal and state resources to support joint initiatives and/or to assure a more effective and efficient delivery of services; and coordinating the creation of interagency quality assurance strategies for continuous improvement of workforce development initiatives. The council is accountable to the governor.

1993 Legislation creates the **Youth Apprenticeship Program**. In fiscal year 1996, over $4 million is allocated to support the program (increasing to $44 million projected for 2000). Additional appropriations include $500,000 for a mentoring project for middle school; $6 million for summer school for at-risk students; $12.2 million for alternative programs for disruptive students; and $500,000 for revision of the quality core program.

Next Generation School Project is supported by the Georgia Partnership for Excellence in Education and the Georgia Chamber of Commerce. This is a systems school improvement model that emphasizes integration of academic and vocational education.

Georgia Partnership for Excellence in Education is the state's Goals 2000 implementation alliance.

Coordinating Structure

Once appointed, the Policy Council for Workforce Development will be responsible for the coordination of strategic planning and policy recommendations that drive the design and creation of the workforce development system. Staffed by a small team of professionals, the council is composed of eight private sector representatives and the heads of seven state agencies. Individual staff members from the seven state agencies serve on one or more state leadership teams.

The Governor's Office of Planning and Budget (also the fiscal agent), the heads of state agencies and a representative from business formed **the steering committee** that provided strategic direction for the planning process. Formed by the Georgia Chamber of Commerce, the **Business Advisory Council,** composed of CEOs of major corporations and small business across the state, provided advice and input to the steering committee. The **General Advisory Committee**, composed of representatives from business, labor, community groups, professional associations, rehabilitation agencies and organizations, human services agencies, parent groups, state councils, local education agencies, technical institutes, colleges and universities guided the work of five committees and transferred their recommendations to the steering committee. The five committees included system development and support services, system articulation, professional development, quality assurance and evaluation, and state and regional coordination.

Implementation Strategy

Georgia is divided into 13 regions based on economic characteristics, population, local labor markets, geographic size and regional identity. These 13 regions mirror the boundaries of the workforce development partnerships. Eighteen-member regional partnerships are planned (five from local preschool through adult education, five from government, five from the private sector and three additional from any of the above groups) to be responsible for planning, distributing funds, recommending strategies for coordinating and integrating programs and services and developing strategies for replication/extension of programs.

After meeting state requirements, each regional partnership will become certified by the policy council as eligible to review and award funding.

Higher Education

Georgia's university system has worked with the departments of education, technical and adult education, children and youth services, corrections, human resources (rehabilitation services and family and children services) and others to develop a workplan for a fully articulated pre-K through life curriculum, flexible scheduling and innovative curriculum delivery at campus, community, workplace and home. Programs and services are to use shared facilities and technological resources.

The university system will assist local systems/institutions in designing curricula and/or programs of study that support career focuses through school- and work-based learning. The system will also develop a comprehensive plan to internationalize the university.

The university system and technical education will develop pilot 2+2 programs between associate degree programs in occupational areas and closely related baccalaureate degree programs to provide clear educational paths for students. An interagency credentialing system among state agencies will be explored to ensure the portability of skill certificates.

Evaluation

The evaluation system will be implemented in four stages that include: the building of the state workforce development system, 1996 through 2000; regional and local workforce development partnerships, 1996 through 2000; student performance, 1997 through 2000; and impact of the workforce development system, 1999 through 2000.

Five primary methods will be used for evaluation: scanning for innovative or promising practices, self-evaluation, survey assessment, perception scanning and special studies such as longitudinal evaluation.

Special Programs

The **Dougherty County School System** will use School-to-Work funds to pull together a partnership of 19 members that has existed for over five years. Targeted to students pre-K through grade 16, the partnership includes the community, local business/industry and postsecondary schools. The partnership goals are student demonstration of basic skills, consolidation of community resources to integrate academic and technical studies, expanded business and industry involvement, involvement of parents and the community, identification and implementation of pre-K through grade 12 job market competencies and support for school leaders and teachers in implementing School-to-Work initiatives.

The **Greater Hall Youth Apprenticeship Program** leads to a high school diploma, postsecondary credentials and a certificate of occupational skills in such areas as technical engineering, human services, health/medical, environment and business/marketing. It also includes teacher internships and job shadowing opportunities as well as a five-point proclamation by which businesses can pledge their support. The program is supported through **QUEST** (Quality Education Strategy Team), a partnership of postsecondary education, county and city schools, the Greater Hall Chamber of Commerce, industry and the Department of Labor.

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Source

Workforce Development: Georgia Depends on It, School-to-Work Opportunities Grant, Georgia Implementation Grant Proposal, July 1995.

HAWAII

Overview

Hawaii does not have comprehensive School-to-Work legislation but has taken steps to reform school structure and to emphasize career education. The state's centralized system has helped these changes to happen: all of Hawaii's 39 high schools and 10 postsecondary institutions are administered by two central offices. There are two key pieces of legislation: decentralization of school administration and funding, and state assumption of employment-related responsibility for employed School-to-Work students. The state will operate School to Work under the umbrella of Goals 2000 reforms and will put major emphasis on integrating and connecting school with work. Hawaii received a School-to-Work Opportunities Act implementation grant of $1.7 million in 1995.

Education Practices

Skill standards committees have been established for five economic/employment segments identified as high-skill, high-wage: health, tourism and hospitality, construction, business services and environmental technologies. The University of Hawaii (UH) and Department of

Education (DOE) have joint responsibility for defining curricula for transferrable skills under broad career pathways.

In line with Goals 2000, class sizes in K through grade 2 have been reduced and 29 learning centers that operate as magnet schools have been developed.

Career counseling begins with career awareness in kindergarten, career exploration in middle school and career preparation and placement in high school. By the 11th grade, students choose structured course loads in selected career paths leading to postsecondary education, advanced skill training or the job market. The **Hawaii Department of Labor and Industrial Relations Transition Centers**, located at 17 schools, offer workshops and guidance courses. A guidance course is required in the 9th or 10th grade before students enter the School-to-Work guidance pathways. **Career Kokua**, a computerized career information system, is available to all elementary and secondary schools.

A special work group has been set up with the Hawaii Goals 2000 Panel to address linkages among educational institutions.

Legislation, Executive Orders, Policies, Studies

1995 The legislature passes **HB 1800**, which allows the Department of Education to establish and regulate a program of vocational student internships. This bill is designed to encourage employer involvement in the Hawaii School-to-Work Opportunity System (HSTWO). Under the bill, employers are immune from workers' compensation claims by students in internship programs:

> *Whenever a student participating in the Department [of Education's] vocational student internship program undertakes to perform work for a private employer as part of the student's internship program, the State shall be deemed to be the responsible employer for the purpose of workers' compensation coverage, which shall be the student's exclusive remedy to the same extent [as provided for all workers under Hawaii law] . . . and the board of education may adopt necessary rules . . . to administer and implement this part, including the adoption of safety guidelines and safety inspection procedures of facilities where students are placed.*

1994 Then-governor John Waihe'e establishes the 14-member Hawaii HSTWO Executive Council to oversee and administer the system. This council is chaired by the president of the Hawaii Hotel Association. Members include the directors of education, labor and industrial relations, human resources, and economic development and tourism; the president of the University of Hawaii system; representatives from organized labor, community-based organizations and Hawaii business and industry. The council adopts a vision:

> *The Hawaii School-to-Work Opportunities System is a coalition of public-private partnerships that link education, the workplace*

and the community and empowers students to achieve their highest potential as informed, responsible and productive members of our island, national and global societies.

1993 The state legislature passes "lump sum" budgeting, allowing schools to have flexibility, carry over year-end balances, create temporary positions and "buy or sell" positions based on school need.

1989 The **School/Community-Based Management System** is passed by the state legislature. This assigns shared responsibility for decisionmaking to a team of school administrators and representatives from the community, including parents, students, business owners, community-based organizations and charities.

Coordinating Structure

Pending implementation of the Hawaii School-to-Work system, the governor-appointed **Executive Council** has provided oversight and management for the project.

The University of Hawaii and the Department of Education have joint oversight responsibility to develop innovative methodologies and curriculum for School to Work. The three vice presidents of the UH system have been charged with exploring mechanisms for permitting high school graduates of School-to-Work programs to gain entrance to UH-Manoa and UH-Hilo.

Implementation Strategy

Hawaii has divided the state into 8 "school complex" regions that are the basis for local partnerships. Each local partnership, under a regional coordinator, integrates vocational and academic curriculum, articulates programs with community colleges and revises curriculum to match six career pathways: arts and communication, business management and technology, health services, human resources, industrial and engineering technologies, and natural resources.

Evaluation

A central database of participants served will be established. A framework for evaluation has been designed to establish preliminary goals for initiatives undertaken.

Special Programs

Hawaiian Electric brings teachers and students in for a five-week program, after which the teachers leave and the students remain for a week to work with a mentor.

Notes

Hawaii has received a five-year grant from the U.S. Department of Education Office of Special Education and Rehabilitation Services for the Hawaii Interagency Transition Project, a multiagency transition project for special education students.

In 1993, the U.S. Distance Learning Association recognized Hawaii's "KidScience" as the foremost distance learning program in the nation. The program currently broadcasts over 120 hours monthly of live, interactive programming to remote rural classrooms and homes. In November 1994, the Career Academies Consortium was formed (seven schools have career academies); six of eight academies are members of the National Academy Foundation. Of 48 students graduating from the Farrington High School Health Academy in June 1994, 45 (94%) are enrolled in postsecondary education.

Forty percent of high school graduates participate in higher education. Current Governor Ben Cayetano, who participated in an apprenticeship program, strongly supports HSTWO.

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Source

Hawaii School-To-Work Opportunities Act Implementation Grant, June 1995.

IDAHO

Overview

While Idaho does not have comprehensive School-to-Work legislation, major school improvement efforts and a state **Workforce Development Council,** which is being organized by the Governor, create a framework for a broad-based and representative School-to-Work system. The Idaho School-to-Work system includes grades K through 16 and emphasizes strong basic skills for all students beginning at the elementary school level. Utilizing the **Idaho Comprehensive Guidance Model**, the state's career development process involves a K through postsecondary continuum of career awareness, exploration and preparation. Idaho's system is built on a tradition of strong local autonomy and utilizes state and regional support to foster the development of locally designed School-to-Work strategic plans. Idaho received a $1.95 million implementation grant under the School-to-Work Opportunities Act in 1995.

Education Practices

The vision of Idaho's School-to-Work system:

> *all Idahoans are responsible for a comprehensive, integrated educational/ training system that produces individuals who are employable, nationally competitive and contributors to society. Its goal is to build a School-to-Work system which empowers local communities to design and implement their own*

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plans and programs, utilizing broadly representative local partnership councils with strong private sector support.

Idaho is integrating proven educational and training programs with new thinking and participation. Current efforts to better prepare Idaho students for tomorrow's workforce include plans to:

- Utilize six broad career pathways relevant to the state's economy to introduce students to occupational areas
- Continue the use of the **Idaho Comprehensive Guidance Model**, encouraging students to develop education plans and career portfolios in secondary school
- Build on existing programs such as **Tech Prep**, cooperative education and the **VANGUARD Curriculum Integration Project**
- Expand comprehensive academic assessment to grades 3 through 11, including authentic writing and mathematics assessments at grades 4, 8 and 11
- Award a **Fundamental Skills Credential** to students meeting rigorous academic and work skills standards
- Adopt an **Idaho Scholars Program** to recognize students who complete a rigorous academic course of study in high school
- Facilitated by Idaho's **Technology Initiative**, incorporate hands-on, contextual, relevant learning that includes connections to the world of work
- Expand opportunities for secondary students to engage in work-based learning, including job shadowing, paid and unpaid work experiences, cooperative education, school-based enterprises, registered apprenticeships, supervised occupational experience and a new **Individualized Occupational Training Program**
- Provide opportunities for all teachers to receive in-service and pre-service training in applied learning strategies, learning styles, integrated curricula development, interdisciplinary teaching, business/education exchanges and current career information.

Legislation, Executive Orders, Policies, Studies

1994 Idaho receives Urban/Rural Opportunities Grant (UROG) under Title III of the School-to-Work Opportunities Act for support of the Panhandle Area Council.

The Goals and Testing Commission issues curriculum frameworks and proposes a statewide testing program for grades 4, 8 and 11.

The legislature adopts **SB 1291**, which defines a "thorough" education. This bill defines the role of public schools in preparing students for work and establishes eight criteria for such a system: a safe environment conducive to learning; empowered educators to maintain discipline; emphasis on honesty, self-discipline, unselfishness and respect for authority and work; effective communication skills; a basic curriculum to enable students to enter academic or vocational postsecondary programs; workforce skills; an introduction to current technology; and an emphasis on responsible citizenship.

HB 867 sunsets all public school governing rules, effective April 1996, unless the board reviews all rules and then revises or retains them.

HB 171 grants high school graduation credits for any college course taken by a high school student and provides for alternative learning environments.

HB 901 creates a technology council and directs funding to integrate technology with instruction.

Additional legislation spurs statewide strategic planning and the development of performance measures among all state agencies. The State Board of Education produces an integrated strategic plan for K through higher education entitled *A Seamless Web.*

1992 The Steering and Evaluations Committee issues the state strategic plan. (Subsequently, this committee is renamed the **Idaho School Improvement Committee** and its membership is expanded.)

1991 The Board of Education convenes a state education summit. A legislative appropriation results. The state board creates the **Steering and Evaluations Committee** to develop a statewide reform plan and the **Goals and Testing Commission** to set standards and measure progress.

1989 A year-long, private-sector study of Idaho schools is funded by 25 Idaho corporations. The result is a report, *Preparing for Idaho's Future*. Then-Governor Cecil Andrus appoints a task force that produces *Education Success for All Students.* A third report is produced on Hispanic students, a fourth on American Indians.

Coordinating Structure

Idaho has a single governing board for preschool, public schools, vocational education, applied technology education, vocational rehabilitation, public broadcasting, community colleges, postsecondary vocational schools and colleges and universities.

The **School-to-Work Collaborative Team**, headed by private business leaders, provides leadership to 13 statewide technical resource committees. Recognizing the need to connect School-to-Work to both the education community and the workforce development effort, Idaho's School-to-Work office and Collaborative Team are administratively under the direction of the State Board of Education, which oversees education from grades K through postsecondary levels. In addition, Governor Batt is coordinating School-to-Work, Work-to-

Work and Welfare-to-Work initiatives into a **Workforce Development Cabinet** to be chaired by private sector leadership. School-to-Work is a joint effort in Idaho.

The state plans to implement a statewide Idaho School-to-Work Communities Planning effort to stimulate and support local communities; School to Work is built on a three-pronged structure: local partnership councils, regional School-to-Work teams and the state School-to-Work collaborative team.

Implementation Strategy

Idaho's six labor market areas serve as the geographical boundaries for School-to-Work regions; these coincide with delivery areas for the Job Partnership Training Act (JTPA), tech-prep consortia, postsecondary technical institutions and job service. Each area has a resident job service area labor market analyst. Local partnership councils formed by school personnel, business and community leaders will coordinate activities.

To support the efforts of local partnership councils, regional School-to-Work support teams will be organized around the activities of a regional School-to-Work facilitator who will serve as point of contact between schools and businesses. School-to-Work will be actively marketed through an Idaho Marketing/Communications Strategies Plan.

Higher Education

To facilitate transfer between secondary and postsecondary education, the state board has implemented accelerated student progress (*e.g.*, advanced placement, credit by exam), standardized high school and postsecondary transcripts, electronic admissions and transcript transmittal, uniform secondary course codes and titles, systemwide articulation agreements and credit transfer upon competencies mastered.

Evaluation

The state will contract with a third party to assist the collaborative team in the design, development and implementation of a five-year evaluation plan. The evaluation will consist of two elements:

- A quarterly progress report of activities prepared by local partnership councils to document what has occurred and provide direction for continuous program improvement. This report will cover progress of implementation, employer participation, implementation of strategies to address needs of students and dropouts and progress in increasing opportunities for youth in non-traditional careers.

- A yearly summative evaluation of the project's impact on students, schools and the workplace. This report will cover academic learning gains, credential-earning rates, participation in career pathways and placement and retention in postsecondary education or training.

The information for evaluation will be collected from a variety of existing systems as well as new ones specific to School to Work. The School-to-Work system is closely aligned with other school reform efforts that are already measuring school performance. In addition, the state is requiring the development of performance measures for all state agencies.

Special Programs

The Autopro Program, a partnership with the Idaho Automobile Dealers' Association, brings together industry, secondary and postsecondary education; it includes school-based and worksite learning and connects high school and postsecondary education.

The Idaho Migrant Council provides paid work experiences for Hispanic and farm worker youth throughout Idaho.

The Technology Support Technician program is a school-based enterprise that provides students with up-to-date worksite experiences by having students install and maintain technology in the schools.

The Idaho National Engineering Lab (INEL) is a U.S. Department of Energy research center and a National School-to-Work Model Site.

Notes

There are 116 comprehensive high schools and a small number of vocational programs at alternative high schools.

Idaho is a member of the Jobs for the Future Consortium. The Center for Occupational Research and Design (CORD) has provided training to teacher educators, postsecondary educators, secondary teachers and vocational coordinators.

New Ways Workers (NWW) has a demonstration site through the Southwest Idaho Private Industry Council and is implementing NWW's model of quality paid work

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Source

Idaho School-to-Work Application, June 15, 1995.

ILLINOIS

Overview

Illinois is in various stages of implementing the key components of the Education-to-Careers System. The state is proposing infusing workplace and career development standards with academic standards. The state has received a federal Department of Labor grant to implement one-stop career centers.

Education Practices

A **Careers Development Committee** has developed a preliminary plan to support career education within a K through grade 14 framework:

- K through grade 5: basic skills and career awareness are stressed as part of the **Illinois Elementary Career Development Program**, modeled after the National Career Development Guidelines.
- 6th through 8th grade: by the end of the 8th grade, students choose among broad occupational clusters as part of individualized career plans.
- 9th through 10th grade: integrated academic and occupational educational experiences lead students to identify a learning pathway and career goals: they can select applied technology, technical preparation, student apprenticeship, partnership academies and college preparation. Students create and maintain individualized career plans.
- 11th through 14th grade: advanced academic and occupational skills are earned. Specific occupational standards have been approved by the **Illinois Skill Standards and Credentialing Council**. All students identify a career major by grade 11.

The **Illinois Goals Assessment, Academic Standards Project** is identifying content standards. These include SCANS foundational skills and will be cross-referenced with national and international standards at five developmental levels. **Quality Review Audits** help schools to document their own progress. The **School Improvement Planning Process** requires schools to analyze and evaluate assessment data.

Now in its eighth year, the **Vocational Instruction Practicum** enables vocational instructors, counselors and administrators at high schools and community colleges to participate in internships. Since 1993, academic instructors involved in tech prep have participated in a similar program. The state is investigating expanding this program for all personnel from K through grade 14.

Non-traditional students are served through established programs: the **Supported Employment Program, Building Fairness, Building Opportunities** and the **Non-traditional Employment for Women Act**.

Legislation, Executive Orders, Policies, Studies

1995 Legislation is proposed to provide tax credits for employers providing work-based learning sites.

1994 Illinois uses a Goals 2000 planning grant to launch a comprehensive planning process to improve teaching and learning. The result is the **Illinois Goals 2000 State Improvement Plan**, which calls for a continuum from school to careers, collaborative partnerships, articulated education levels, academic and occupational standards and increased training and educational opportunities. The superintendent of education produces *The Illinois Quality Schools Initiative* (QSI), which leads to major organizational change. The State Department of Education creates the **Center for Educational Innovation and Reform** and the **Center for Professional Development, Standards and Assessment**.

A state economic plan, **Leadership in Illinois: New Approaches for the 90s** calls for involvement of employers in skill standard development, using skill standards to drive curriculum, providing work-based learning and marketing high-skill, high-wage jobs to graduates with less than a baccalaureate degree.

Illinois creates the Illinois **One-Stop Career Center Network**. Plans call for 39 full-service centers and 93 satellite centers to be opened between 1995 and 1998. Among the programs to be integrated are employment, training, labor exchange, unemployment insurance services; vocational rehabilitation, adult education and senior employment services.

1992 The **Occupational Standards Act (Public Act 87-1210)** establishes a nine-member sector board and designates the Board of Education as the responsible agency for development of occupational skill standards and credentialing systems. The council is to advise on occupations for which standards are needed, verification of nationally developed standards and establishment of voluntary credentialing systems.

Coordinating Structure

The **Illinois Human Resource Investment Council** makes policy recommendations, engages in policy and program oversight, serves as a check and balance system between the public and private sectors, acts as liaison to various constituencies, ensures that the workforce preparation system is market-driven and customer-focused and promotes Education to Careers in Illinois. Its members are the heads of the state's major workforce preparation agencies and representatives of business, industry, labor and community-based organizations. The council reports to the governor and is co-chaired by the lieutenant governor and a private sector representative.

The **Education-to-Careers Work-Based Learning Committee** has been established and has developed a work plan.

An **Education-to-Careers Steering Committee**, comprised of state agency representatives, business leaders, labor leaders and secondary and postsecondary educators, has been formed to oversee the development of the statewide components of Education-to-Careers.

Implementation Strategy

Coordination criteria, endorsed by Governor Jim Edgar, cover all workforce preparation programs within the executive branch as well as the Illinois State Board of Education and the Illinois Community College Board.

Illinois is using the community college system service boundaries. In order to be funded, local partnerships must report boundaries, membership and contact person to the state. All consortia must be established by October 1995.

The state will distribute combined federal funds through a base amount plus formula. The formula portion will be based on the population within the region and the percentage of poverty-level residents.

Higher Education

Since 1985, secondary-level **Education for Employment Regional Delivery Systems** and community colleges have been required to have formal, signed institution-wide articulation agreements. Since that time, over 500 specific program agreements have been developed.

Discussions are under way between the Illinois Board of Higher Education and the University of Illinois to develop a statewide systemic professional preparation and development plan to include initial licensure and advanced professional certification; a system of performance assessment; opportunities for new routes for teacher preparation; and incentives for school districts to enhance professional development opportunities.

In 1995, the state supported the development of an **Illinois Center for Teaching and Learning** for the 40 community college districts. Each center will offer faculty development, critical thinking-skills training, career discipline workshops, classroom research and instructional software development.

Community colleges and public universities have cooperatively developed a statewide system for following student progress, transfer, graduation from higher education and success in obtaining employment.

Evaluation

The state has identified four learner goals and eight local system goals, which will guide local partnerships in the development of their plans.

The statewide Education-to-Careers Steering Committee will monitor activity milestones, collect data and prepare formal reports. As part of the process evaluation, the state has developed a number of proposed **performance benchmarks**.

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To determine the impact of the Education-to-Careers System, Illinois will use a **Common Performance Management System**. Evaluation will be built upon the following: data collecting and reporting on participants; participant tracking; documentation of program activities, processes, personnel and products; surveys, focus groups and in-depth interviews; evaluation of ongoing and pilot programs; use of community college and public university SIS; and cost and budget data.

Special Programs

The **Chicago Education-to-Careers Effort** involves more than 150 members including employers, educators, community-based organizations and others. The Chicago Education-to-Careers System has two components: a steering committee that is identifying industry areas for the city and a careers council (mostly employers) responsible for policy and for monitoring and evaluating the system.

Notes

In 1993, the U.S. Department of Labor awarded Illinois a Youth Apprenticeship Grant to showcase three model sites. Since then, over 40 apprenticeship programs have been recognized.

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Source

Education to Careers: A statewide public-private partnership involving government, education, business, industry, employers community-based organizations, learners and parents committed to providing opportunities for all Illinoisans to obtain the academic and technical skills and work-based learning experiences necessary for the 21st Century, 1995.

INDIANA

Overview

Indiana's workforce development legislation has provided a platform for career exploration and development. It includes statewide performance standards, assessment, portfolios and portable credentials. The Indiana backbone is Indiana Core 40, a single, rigorous curriculum required of all students. The state has eliminated the general track. In 1995, Indiana received $5.3 million under the School-to-Work Opportunity Act of 1994.

Education Practices

The mission of Indiana's School-to-Work system:

> *. . . to ensure that every Hoosier student graduates from high school with the knowledge and skills necessary to succeed in high performance workplaces; to master challenging postsecondary curriculum; and to engage in lifelong learning.*

In 1992, the Board of Education was directed by legislation to adopt standards describing what students must know and be able to do to be prepared for work and further education. **Essential Skill Content Standards** for mathematics and language arts and the **Indiana Proficiency Guide** were adopted by the board in 1993. For grades 10 through 12, standards have been developed by the **State Standards Task Force**, a panel of educators, business and labor officials and state legislators.

Education, business, labor and government leaders in Indiana have agreed on education expectations for high school students. These expectations are called the **Indiana Core 40**, a single, flexible high school curriculum which, except for electives, is based upon a single set of agreed-upon competencies. These competencies direct the content of both college-prep and tech-prep courses. The difference between college-prep and tech-prep courses is not in course content, but rather in the instructional and learning approaches. The Indiana Core 40 curriculum applies to students who began school in the fall of 1994 and subsequently.

High school students who graduate in 1998 or thereafter must complete Core 40 to ensure that they meet course requirements for admission to an Indiana four-year college or university. Core 40 will maximize opportunities for all graduates, including those pursuing one- and two-year college and technical training and those going directly into the workforce.

Starting with school year 1994-95, every student began participating in career education. Starting in 1995-96, every student is required to create and maintain a **portfolio**. All 9th graders are required to have a career plan and a program of study for high school.

To ensure that all students who graduate from Indiana high schools are ready to work or go on to postsecondary education, the 1995 Indiana General Assembly recently revised Indiana's statewide assessment system. Starting in the 1995-96 school year, a statewide assessment system includes nationally norm-referenced and performance-based, criterion-referenced questions. Statewide exams will be administered in grades 3, 6 and 10.

A graduation examination will be given (grade level not yet determined) to students who will graduate in the year 2000 and subsequent years. Students will have six opportunities to pass this exam with remediation provided. Also established by law is the **Testing Issues Committee** to provide advice on all aspects of student assessment including waiver of testing in special cases. **Certificates of Achievement** and **Certificates of Technical Assistance** are designed to be portable.

Legislation, Executive Orders, Policies, Studies

1994 The **Department of Workforce Development** is statutorily created to design and implement a workforce development plan linked to the state's economic development priorities. The department combines vocational and technical education, workforce literacy, unemployment insurance, the job service, Job Training Partnership Act (JTPA) and labor market information. Major priorities are labor market information, one-stop career centers and the School-to-Work system.

1992 **Indiana Public Law 19, Chapter 18.5** mandates that all Indiana school corporations, two- and four-year postsecondary institutions, area vocational schools and workforce development offices be joined together in regionally sensible partnerships. In addition, most partnership areas include business and industry representation such as private industry councils, chambers and businesses. These areas also work with **Step Ahead Councils**, a statewide initiative within the Indiana Family and Social Services Administration to develop and implement a collaborative, coordinated social service delivery system.

State statute **PL 19-1992** establishes the **Indiana Workforce Proficiency Panel** composed of employers (4), labor (3) and education (2). The panel's mission is to identify a common set of industry-driven skill standards leading to a portable industry-recognized credential. The panel adopts the **Essential Skill Content Standards in Language Arts and Mathematics**, recommended by the State Standards Task Force and adopted by the Board of Education.

1987 The state enacts tech-prep legislation. Students who complete tech-prep programs can attain advanced standing in an associate degree program.

Coordinating Structure

The **School-to-Work Interagency Policy Board** advises the governor on overall policy and direction for the state's School-to-Work initiative. The board includes the state superintendent of public instruction, the secretary of the Family and Social Services Administration, the commissioner of the Department of Workforce Development, the executive director of the Department of Commerce, the commissioner of the Commission for Higher Education and the executive director of the Professional Standards Board.

The **School-to-Work Council** advises the policy board to assure consistency across programs. The council includes representatives from business, industry, the Board of Education, the Commission on Vocational and Technical Education, the Commission for Higher Education and the Professional Standards Board.

The **School-to-Work Management Team,** which is composed of staff from state agencies represented on the interagency board, administers the system.

The **Human Resource Investment Council** advises the governor and the interagency policy board and assists with evaluation.

Implementation Strategy

An infrastructure of 15 regional partnerships has been determined by consensus among major local stakeholders. Within each region, the partners are responsible for implementing the School-to-Work system.

A statewide **School-to-Work Institute**, a consortium of approved consultation and technical assistance providers, will be established. The institute will provide access to alternatives including distance learning, workplace internships, educator/business role exchanges, business/industry summer employment, train-the-trainer strategies, lead teachers, peer coaching and school counselor/one-stop career center internships.

Higher Education

The Commission for Higher Education has approved four programs (more are pending) for associate degrees in apprenticeship technology; students receive an associate degree in applied science, a journey card and a certificate of technical achievement.

The commission is working with the Department of Education and Commission on Vocational and Technical Education on using certificates of achievement as the basis for transfer of credit.

The TEC (Technical Education to College) Initiative is being discussed as a new effort to establish links between public secondary vocational/technical centers and higher education institutions with related programs. Students will be able to earn secondary/postsecondary course credits.

Evaluation

The Policy Council for School to Work will establish a statewide information and evaluation system. The system will establish specific benchmarks for 10 goals, including the numbers of students: with career goals, enrolled in Core 40, earning certificates of technical merit, meeting mathematics and language arts state requirements, choosing work-based learning, choosing apprenticeship and persisting into higher education. Also to be included are the number of dropouts served and the number of education staff and teachers completing professional training, student employment rates after graduation and income levels of certificate holders.

Evaluation will be conducted by an outside contractor. Baseline data have been established: graduation and dropout rates, high school graduates' performance in postsecondary education, numbers of certificates of achievement, and numbers of students and businesses involved in School to Work.

Notes

All schools are involved in tech-prep programs and more than 120 Indiana companies have participated in identifying essential skills and technical proficiencies.

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Sources

School-to-Work: Indiana's Grant Application to Implement a School-to-Work Opportunity System, June 1995.

Southern Regional Education Board, *State Initiatives in School-to-Work: A Working Paper*, July 1995.

IOWA

Overview

The Iowa School-to-Work initiative builds on a history of local autonomy and strong communities that has resulted in strong support for public education. Iowa was one of the original implementation states for one-stop career centers. Iowa has not adopted state content or performance standards but is relying on local implementation of the state strategic plan, which contains timelines and progress review. Iowa received $3.75 million in 1995 under the School-to-Work Opportunities Act.

Education Practices

Iowa's vision for School to Work:

> *. . . to prepare all students to enter and succeed in a changing workplace.*

All students have career awareness in elementary school; career exploration in middle school; career planning, decisionmaking and workplace readiness in high school; and continued decisionmaking and readiness, decisionmaking and transition into postsecondary education. In partnership with their parents, students are expected to develop a career plan by selecting from career pathways at the end of the 7th grade.

With the identification of career pathways, to be completed in 1996, a broad-based group will identify skills built on three tiers:

- Tier I: academic and employability skills (in all likelihood the SCANS skills) plus technology

- Tier II: general skill standards for occupational clusters. The identification of Tier II standards was projected for June 1996; some 1996 high school graduates received Tier II certification and a diploma

- Tier III: occupationally specific skill standards. The state plans to be pilot testing these skills by June 1997.

State plans call for the creation of a clearinghouse of professional technical assistance, professional development opportunities, distance learning training for the fiber-optic Iowa Communications Network, collaboration with the federally funded Iowa Labor Institute's mentoring project and the use of the state's workforce development centers.

Iowa has been participating in a number of education-based reforms. These include the **New Iowa Schools Development Corporation** and the American College Testing program, *Work Keys.*

The state is promoting the involvement of employers by establishing a statewide **Risk Pool** to reduce employers' financial risks related to student workers and by building linkages with the Iowa Association of Business and Industry (ABI). ABI will provide leadership in the identification and promotion of Iowa's **Career Pathways and Necessary Skills**.

Legislation, Executive Orders, Policies, Studies

1995 The state passes **HF 565 Career Pathways Program Act**, which serves as the organizing framework for integrating school-based and work-based learning. The act provides grants to local partnerships to develop career pathways and model curricula.

1994 A state School-to-Work conference is held to introduce the new federal legislation and begin discussion about developing Iowa's system.

The **Iowa Postsecondary Enrollment Options Act** permits students to take postsecondary education courses while still in high school.

1993 **SF 268 Iowa Invest Program** requires joint School-to-Work planning by the departments of education, economic development and employment services.

1992 Iowa is one of six states to receive $200,000 from the U.S. Department of Labor to design a youth apprenticeship system. Eight demonstration sites for **Work Start** result from a collaboration among the departments of education, economic development and employment services and the governor's office.

1991 The state enacts **Work Start**, Iowa's version of youth apprenticeship designed to encourage local school districts to provide work-based education programs. Iowa concurrently receives a youth apprenticeship planning grant from the Council of Chief State School Officers.

The State Board of Education prepares **Education is Iowa's Future: The State Plan for Educational Excellence in the 21st Century** (revised and updated, 1994), the strategic plan for education. This plan seeks to increase the level of achievement of all students, enhance educator preparation and development, organizationally transform all levels of the system and provide for systemic planning and quality assurance.

1979 Legislation requires that all curricula for K through grade 12 be infused with multicultural, nonsexist concepts. The state used an **Access Task Force** to help assure that all students are included in School to Work.

Coordinating Structure

Governor Terry Branstad has appointed a **Workforce Development Coordinator** as a member of his staff to work across program and organizational boundaries. The One-Stop Coordinator reports directly to this position.

The governor appointed a **Workforce Development Council** to provide policy guidance for School to Work. The State School-to-Work Council, a subcommittee of the Workforce Development Council, is charged with focusing on sustaining a School-to-Work system that is also part of the state's overall workforce development system. The School-to-Work co-directors are the primary staff support to the State School-to-Work Council.

A School-to-Work planning team, composed of representatives from the three primary state agencies and a guidance team composed of employers, educators, state agency staff, governor's staff and legislators designed the Iowa School-to-Work initiative as part of the broader workforce development system.

The **State School-to-Work Advisory Committee** provides assistance and vision. It collapses membership from the State Tech-Prep Advisory Committee, Workstart Committee and the former School-to-Work Guidance Team.

Career preparation will be coordinated through the state's career pathways program. In partnership with the state, the **Association of Business and Industry** will coordinate with the School-to-Work office to establish teams representing business, labor, education and government to identify career pathways. The selection of pathways was projected to be complete by January 1996.

While schools and community colleges are locally controlled, each operates under the Iowa State Board of Education.

Implementation Strategy

Iowa is divided into 15 regions for K through grade 12 support services through area educational agencies. These are synonymous with community college geographical boundaries. Fifteen **regional partnerships** have been established and will be funded non-competitively with School-to-Work funding. Each regional partnership will receive an allocation based on the number of students and school districts in the area.

The local granting process includes three steps: system design grants on a first-come first-served basis; system building grants — intended to assist in providing professional development, building curriculum and changing the system — awarded competitively; and highly competitive system-expansion grants intended to assist those schools operating with many of the School-to-Work system elements to build a comprehensive structure.

Local partnerships are required to include, among others, Job Training Partnership Act directors; community college presidents; department of employment services; Private Industry Council representatives; administrators from area education agencies; representatives from business, industry and labor; local school districts; a transition specialist; the department of human services; regional planning boards; and Job Service Employer Council representatives.

The work completed by a consortium of eight work-start sites, the **Work Start Consortium**, which received a local School-to-Work partnership grant in 1994, will be used as a foundation for system building across the state. The Work Start Consortium Advisory Committee will be merged with the state School-to-Work committee.

Higher Education

Iowa's four-year institutions have begun discussions with the Department of Education to address the relationship between school reform efforts and college admissions' processes.

Evaluation

The state will issue an RFP to design a School-to-Work evaluation system based on existing state data collection processes. The evaluation plan must include School-to-Work process measures, measures of relatively short-term results of services and the overall, long-term impact of the system (the effectiveness of policies in improving social and economic conditions).

Many pieces of the evaluation system are already in place. The evaluation can build on the work of the **Iowa Council on Human Investment**, which was created to set broad policy benchmarks and processes to guide public programs. Existing processes include Department of Education data collection from schools and colleges for compliance with federal regulations; pilot programs to electronically transfer student data to colleges and universities; standards for the state postsecondary review process; and Department of Economic Development data. A comprehensive integrated management information system is being developed for use by the workforce development centers, of which School to Work will become part.

Notes

Iowa's K through grade 12 education system serves nearly 3 million students. There are 390 school districts, 15 community colleges and 15 area education agencies with the same boundaries as the community colleges'.

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Source

Iowa: School-to-Work Transition System, 1995.

KANSAS

Overview

The Kansas School-to-Work system builds on planning and reforms that were already under way in support of economic development in the state. The state has established an ongoing economic development organization, Kansas Inc., which provides policy analysis, environmental scanning, continuing strategic planning and recommendations to the legislature. The State Board of Education has developed academic content standards, state assessments, occupational skills and competencies and an outcomes-based school accreditation process. Kansas has completed an approved state education plan.

Education Practices

The vision for Kansas School to Work:

> *. . . a seamless system where parents, schools, businesses, government agencies and communities are actively and consciously involved in quality preparation of all children and youth with the knowledge, skills and attitudes needed for adult roles of living, learning and working.*

Plans call for all Kansas students by the year 2002 to participate in career awareness and career exploration experiences and the development of SCANS competencies as part of K through grade 12 curriculum and instruction. All students are to prepare an initial career plan by grade 8 and a career portfolio by grade 10. All students are to complete a portfolio of career skills by the completion of grade 12. All School-to-Work local/area partnerships will meet high academic and occupational skill standards developed by the Kansas State Board of Education, local districts, partnerships and industries.

Local partnerships are encouraged to specify system structures that include foundation learning skills and career awareness in K through grade 6, content learning and career exploration in grades 7 through 8, applications learning in grades 9 through 12 and career preparation and content/technical learning and career development in postsecondary and adult learning.

The **Kansas Quality Performance Assessment** includes assessment of academic standards and skills at grades 3, 8 and 10, using Kansas assessments — Kansas mathematics and communications are now operational. Science assessment will commence with the 1996–97 school year. Others will be phased in. Completion of an initial career plan by grade 10, demonstrating knowledge of careers and planning skills, will begin with the 1996–97 school year, as will the completion of a career skills portfolio in grade 12 and the issuance of a certificate of initial mastery with skills and competencies mastered in grade 12. In 1995 and 1996, an industry skill standards certificate became available for grades 12 through 14 once requirements have been met.

Legislation, Executive Orders, Policies, Studies

1996 Governor Bill Graves signs into law **House Bill 2668**, which repeals the open admissions law and outlines qualified admissions for Kansas public institutions of higher learning. The bill goes into effect in the academic year 2001-02.

Governor Graves signs **Executive Order 96-3**, which creates the **Kansas Workforce Investment Partnership**. This partnership combines commissions on overseeing one-stop careers, School to Work and the Kansas Council on Employment and Training.

1993 *A Kansas Vision: The 1993 Economic Development Strategy,* developed by Kansas Inc., identifies state strengths and weaknesses.

Among the strengths are high educational attainment rates with low illiteracy; abundant relatively inexpensive energy resources; stable, diversified industry mix with rapidly growing services sector, aviation and agricultural commodities; strong base of applied research institutions; relatively large base of small-to-medium manufacturing firms; and strong institutional arrangements and bipartisan support for economic development with reliance on private/public partnerships.

Among the weaknesses identified are a need for public school educational reform, statewide student performance measures and School-to-Work transition programs; an economic base composed of mature and slow-growth industries; a decline in rural population and business activity; and regional parochialism that poses a barrier to coordinated economic development activity.

A report entitled, *A School-to-Work System for Kansas,* is issued by the Kansas Council on Employment and Training, Job Service, Employers Council, Kansas Inc. Action Planning Committee on Workforce Training and Education, the Kansas State Board of Education's Business/Education Partnership and the Governor's Commission on School-to-Work.

Coordinating Structure

When planning for School to Work began in November 1993, planning and responsibility were assigned to the governor's office. Planning was conducted by business, education and community groups working with the Kansas Council on Vocational Education, the Kansas Council on Employment and Training, the Job Services Employers' Council, Kansas Inc.

Action Planning Committee on Workforce Training and Education and the Kansas State Board of Education's Business/Education Partnership. In early 1995, Governor Graves transferred School to Work planning responsibility to the Kansas State Board of Education.

The **Governor's Commission on School-to-Work** includes the executive officers of the State Board of Education, the Department of Human Resources, the Department of Commerce and Housing and the Department of Social and Rehabilitation Services, the president of Kansas Inc., a representative from the Kansas Board of Regents and eight representatives of the private sector. The commission provides governance for the statewide system. The commission is advised by a local partnership advisory committee and interagency advisory committee, a CEO advisory committee and an employer's advisory committee.

The state School-to-Work opportunities office is housed in the Department of Education. This office has responsibility for integrating SCANS competencies into academic content standards, for assuring that state assessment includes contextual application of knowledge to occupational tasks and that Goals 2000 activities support and reinforce School-to-Work activities.

Interagency teams support academic-occupational integration, career guidance, connecting activities, workplace activities, technical assistance and monitoring, and evaluation.

Implementation Strategy

Seven labor market areas have been identified for local partnerships/consortia. A competitive grants process supports these partnerships. Readiness criteria include evidence of collaborative structure and mechanisms of fiscal accountability; involvement of key stakeholders and institutions; inclusion of requirements for school-based, work-based and connecting activities; career-awareness and exploration activities; professional development; and data collection and evaluation.

Kansas has funded 20 local partnership applications for planning grants since July 1, 1995. Because of the diversity of the state, partnerships of K through grade 12, postsecondary education and business and industry partners have developed localized strategies under the state School-to-Work framework. In addition, 10 curriculum development grants were funded in January 1996 to develop curriculum materials that could be replicated to meet statewide needs.

Three local partnerships have filed for implementation grants under the federal title III applications. These partnerships are located in the Wichita area, southeast Kansas and the Kansas City metro area (the latter collaborates with both the Missouri and Kansas statewide partnerships. The southeast Kansas partnership has been awarded a grant under Title III.

Higher Education

Kansas has a varied structure for occupational learning provided by comprehensive high schools, area vocational-technical schools, community colleges and higher education institutions. Community colleges have linkages through tech-prep consortia. Approximately 100 articulation agreements are in place.

The State Board of Education and the Kansas Board of Regents has commissioned an environmental scan for K through grade 12 and postsecondary education that will be used to develop a strategic plan for a more comprehensive educational reform.

Evaluation

The standards for School to Work have been identified as follows:

- Accessibility to all youth, the college-bound and the non-college bound, the urban and rural and the in-school student as well as the dropout youth
- Statewide system of partnerships
- Academic curricula and teaching strategies that emphasize varied, active learning strategies and include relevant applications to living, learning and working knowledge and skills
- A comprehensive career guidance system provided by parents, teachers, counselors and employment specialists
- Commitment of employers to provide quality work and learning opportunities for young people
- Encouragement and preparation of all youth for lifelong learning (in workforce and educational institutions)
- Based on knowledge of student skills, program effectiveness and labor market conditions and outcomes
- Continuing a state support system working closely with the local/area partnership systems providing direct services to children and youth.

A computerized reporting system (management information system) will be used to monitor the progress of partnerships. It will include locally entered data as well as reports of state staff and site visits. Surveys and case studies also will be used. The monitoring and evaluation system will be coordinated with technical assistance to provide early identification of problems, prompt assistance and continuous improvement.

Specific performance measures and indicators include student academic mastery and workplace skills, career awareness, participation in and quality of work-based experiences, completions (graduation, skill measures, employer and mentor reports), student employment and data and continuation for further education/training, long-term outcomes (wages and employment duration), perception of parents, system performance and program outcomes such as degree of career awareness, exploration and awards of certificates.

Notes

Almost 60% of Kansas firms report a moderate-to-severe gap between the skills of new employees and the needs of the firm. Small and moderate firms reported the greatest skills gap in the areas of goal setting, personal motivation, attitudes and work habits, leadership, listening and oral communication, problem solving and teamwork.

The state population of 2.5 million has grown 5% over the past 10 years. Two-thirds of the population are concentrated within the Kansas City to Topeka and Wichita corridors.

Vocational education programs are accessible to nearly all of the 432 secondary schools. A total of 58,036 participated in these programs in 1993-94. This includes about 55% of all secondary students. Of this group, 28% were disadvantaged, 2% were limited-English proficient and 8% were disabled. Another 60,896 participated in postsecondary programs. A total of 1,677 participated in tech-prep programs. Some 3,000 secondary and 250 postsecondary students participated in cooperative education programs that provided paid employment and school experience.

At present, 6,224 students are enrolled in Center for Occupational Research and Design Applied Mathematics courses and training has been provided for teachers.

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Source

School-to-Work Opportunities Act State Implementation Grant: Kansas, June 1995.

KENTUCKY

Overview

Kentucky is one of the first eight states and the only southern state to receive a first-round implementation grant. Kentucky will receive approximately $24 million over a five-year period. As a leader in education reform and the School-to-Work initiative, Kentucky's system will include paid and non-paid, high-quality work-based experiences, focusing on 14 occupational clusters adopted by the Workforce Partnership Council.

Education Practices

In 1990, the **Kentucky Educational Reform Act (KERA)** was passed. KERA was designed specifically to enhance state capability to help students make a successful transition into the workplace. All components of KERA support the goals and objectives of the federal School-to-Work legislation.

Under KERA, students develop career portfolios and participate in performance-based academic and portfolio assessments at grades 4, 8 and 11. Students earn a career major certificate at approximately the 12th grade and a postsecondary certificate of mastery. The state has established career clusters as a framework for state skill standards and local initiatives.

One of Kentucky's benchmarks is that all schools will have School-to-Work opportunities available by 1999. A Certificate of Initial Mastery will be developed and issued to students in the 10th grade. Students completing the secondary phase of an industry-approved School-to-Work experience and completing a project that demonstrates academic and workplace readiness skills will receive an industry-recognized Career Major Certificate.

Legislation, Executive Orders, Policies, Studies

1994 **Executive Order 94-1012** expands the School-to-Work Partnership Council and reconstitutes it as the **Kentucky Workforce Partnership Council** to serve as the governing body for Kentucky's School-to-Work System, One-Stop Career Centers and other training and employment initiatives.

1993 **Executive Order 93-1163** establishes the **School-to-Work Partnership Council** to serve as the governing body for Kentucky's School-to-Work system.

1990 **The Cabinet for Workforce Development** is created to coordinate, improve and integrate state-supported adult basic education and job training programs under one agency and to raise awareness of the need for government, business and labor to join together in addressing the current and future skill needs of the workforce.

The **Kentucky Education Reform Act (KERA)** is passed. The act establishes accountability standards for each school, learner goals and academic expectations, mandated performance standards and site-based decisionmaking; requires content guidelines based on academic standards; and provides substantial funding for implementation.

Schools are to be held accountable for meeting statewide accountability standards that include successful transition into postsecondary education or the workplace; and performance-based student assessment at grades 4, 8 and 11. Regional Service Centers are to provide professional development for school employees; Family Resource and Youth Services Centers are to provide referrals for counseling, health and employment services; and a State Council for Education Technology is to develop a five-year plan for technology investments. The act calls for site-based decisionmaking by 1996.

Coordinating Structure

The **State Workforce Partnership Council** serves as the governing body of the Kentucky School-to-Work system. The council is comprised of 25 members, including representatives from business and industry associations, chief state organized labor officials, state agency heads, commissioners and cabinet officers for education, workforce development, economic development, labor and higher education.

The **School-to-Work Development and Implementation Team** works to ensure collaboration throughout all the partnership council's constituencies. Membership includes one representative from the Department of Education, the Council on Higher Education, the Cabinet for Economic Development, the labor cabinet, AFL-CIO, the Department of Employment Services, the Department for Technical Education, the University of Kentucky Community College System, Associated Industries of Kentucky, the Kentucky Chamber of Commerce and the Workforce Development Cabinet.

The **Office of School-to-Work** has day-to-day management responsibility for implementation of the system and reports to the Workforce Partnership Council on progress toward system implementation and state and local achievement of performance standards.

The **Local Partnership Council** directs local initiatives. Each council is composed of representatives from business and industry, labor, education, community-based organizations, parents and students.

Implementation Strategy

The state is divided into 22 local labor market areas. Eighteen areas are in the implementation phase and four are in the capacity building phase. Now in the second year of implementation funding (1996), Kentucky is ahead of the proposed schedule for funding of local areas.

Local Labor Market Areas will receive three years of implementation money. The state is requiring a significant local match. Each partnership must explain how it will be sustained and provide a local match of 25% the first year, 50% in year two and 75% in the third year.

Higher Education

The **Council on Higher Education** is providing assistance in securing the participation of state institutions in local partnership councils in every local market area. The council working with state institutions to modify certificate and associate degree programs to incorporate worksite learning experiences.

Postsecondary education has worked with secondary education and industry to develop an articulated tech-prep curriculum. The Kentucky Tech system and the community colleges also are working with employers to develop relevant curricula and skill standards. The **Kentucky Accountability Committee** has developed accountability standards for all public higher education systems.

Staff from Kentucky Tech and the community colleges provide technical assistance to local partnerships, particularly in the area of coordinating resources. An **Interagency Commission on Educational and Job Training** is creating a model for integrated curricula between secondary and postsecondary education.

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The Council on Higher Education and the University of Kentucky Community Colleges are represented on the State Partnership Committee and on the State Development and Implementation Team.

Evaluation

All local partnership councils will be required to meet state performance standards adjusted to local labor market area needs. The state office of School to Work will use three mechanisms to evaluate the impact of state, federal and local funding: state and local performance standards, benchmarks to current levels of accomplishment; customer satisfaction surveys; and one-, five- and 10-year follow-up for School-to-Work participants.

Notes

The state has developed competencies for over 40 occupations in the Kentucky Tech system. These competencies are laying the groundwork for the broader career major pathways.

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Sources

Key School-to-Work System Components: The Eight Initial School-to-Work Opportunities Act Grantees, U.S. Departments of Education and Labor, May 1995.

State Initiatives in School-to-Work: A Working Paper, Southern Regional Education Board, 1995.

LOUISIANA

Overview

While Louisiana is still in the planning stages for School to Work, the state has undertaken a number of promising steps. Academic standards have been raised for graduation, students must demonstrate competency in core curriculum areas, and all students are required to complete Algebra I. The 1995 legislature passed a resolution expressing support for School to Work. A statewide employer-led design team has awarded three rounds of venture grants to local and regional partnerships and one round of teacher-product grants for linking education, employment and economic development.

Education Practices

High school students are required to pass an exit exam prior to graduation. Algebra I, or the equivalent, must be completed prior to graduation. The graduation exit exam requires students to demonstrate proficiencies in the areas of English, mathematics, writing, science and social studies.

Forty schools have joined the Southern Regional Education Board's *High Schools That Work* network, and the state encourages parent participation in the development of an academic and career preparation plan for every student by the 9th grade.

High schools receive technical assistance and venture capital to establish career paths and "career academies" within schools, with sequences of challenging academic and technical courses custom tailored to regional labor market needs.

Legislation, Executive Orders, Policies, Studies

1995 **Senate Concurrent Resolution 85** encourages the Board of Education to provide opportunities for students to connect learning and work.

Coordinating Structure

A 25-member design team, employer-led and predominantly private sector, plans across state agencies and the private sector and leverages School-to-Work development funds with other federal (Title I, Perkins) and state funding sources. By providing venture capital, professional development and technical assistance, the design team connects and expands promising voluntary initiatives (*e.g.*, *High Schools That Work*, tech-prep consortia and career academies) to build a coherent system and blanket the state.

Implementation Strategy

The state design team offers venture capital and technical assistance to spur voluntary development of local partnerships, then offers incentives to enfold and expand the local initiatives into regional partnerships aligned with regional labor market needs. Under the leadership of Governor Foster, the state is developing Louisiana's *LEARN for the 21st Century Consolidated Plan to Improve Education*. It includes preparing all students with the knowledge and skills necessary for success in employment and in postsecondary education.

Higher Education

Postsecondary institutions participate in tech-prep consortia and in many cases serve as key partners in professional development and as fiscal agents for School-to-Work grants.

Evaluation

Local and regional partnerships and teacher grant recipients are creating a wide range of progress measures, both interim and student performance measures, for gauging their projects' success.

Notes

The state has 14 tech-prep consortia, 40 *High Schools That Work* sites and several career academies in place.

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Source

State Initiatives in School-to-Work: A Working Paper, the Southern Regional Education Board, 1995.

MAINE

Overview

One of the first eight implementation states under the School-to-Work Opportunities Act, Maine was awarded $12 million in 1994, to be received over five years. The backbone of Maine's comprehensive School-to-Work system is the state plan, Career Opportunities 2000 (CO2). In 1994, the legislature mandated the State Board of Education to set goals for public education in Maine and to use the Maine Common Core of Learning as the foundation for developing specific student competencies. The Board of Education and the legislature have adopted the recommendations of the Task Force on Learning Results (also the state's Goals 2000 panel) regarding specific knowledge and skills all Maine students will be required to achieve before leaving school or entering a career pathway.

Education Practices

Maine's **Common Core of Learning** is the guide for developing learning results for all students and is the foundation for planning the future of public education.

The Maine School-to-Work system, **Career Opportunities 2000 (CO2)**, is designed to drive systemic education reform. CO2 calls for:

- High performance measured by the achievement of a certificate of core mastery at or before age 16
- Comprehensive career development and guidance services for K through adult including the preparation of an **Individual Opportunity Plan (IOP)** covering grades 11 through 13 or higher

- Eight clearly articulated **career pathways**, each requiring some postsecondary education: college preparation (projected to decrease as other career pathways become institutionalized), youth apprenticeship/career internship (Maine Career Advantage program), pre-apprenticeship, professional preparation (2+2+2), technical preparation (2+2), occupational preparation, cooperative education and career preparation (Jobs for Maine's Graduates)

- A statewide network of **one-stop career centers.**

A **Gateway Assessment** has been developed to evaluate the readiness of prospective career interns. This performance-based assessment is an intermediary step to the **Certificate of Core Mastery (CCM)**, which will certify mastery of a set of common core competencies in reading, writing and computation; information gathering and analysis; reasoning and problem solving; communication and self expression; self and family management; self-discipline and productivity; teamwork and leadership; personal and workplace safety and health awareness; and social and global stewardship.

Plans call for the **Maine Learning Results**, recommendations of a statewide task force on the specific knowledge and skills that all students should acquire, to replace the current Carnegie Unit high school graduation requirements by the year 2002. Students will demonstrate achievement through state and local assessments; the state component will be administered twice a year and will be open to any student regardless of age. The **Maine Comprehensive Assessment System** will replace the current Maine Educational Assessment tests. Student-level achievement information will be collected for all students in grades 4 and 8.

Following the CCM, students will develop **Individual Opportunity Plans** with the support of a **Career Evaluation Team** composed of the student, parents, teachers, advisors and counselors. Ideally, the student plans will grow from **Personalized Education Plans** to be developed for each Maine student.

Skill standards for existing occupations or clusters have been developed using the DACUM (Developing a Curriculum) process. These standards will serve as the benchmarks for the pathway-specific **Skills Assessment/Student Evaluation Systems** built into each pathway.

Plans call for students in K through grade 6 to participate in a **Career Awareness Infusion Program**. In grades 7 and 8, students will work with a comprehensive and integrated family and consumer sciences/life skills/technology education/career exploration program organized around the **Planning to Realize Educational Potential (PREP)** program designed by the Department of Education. They will also prepare a portfolio such as the **Get a Life Portfolio**. In grades 9 through 10, students will receive intensive and individualized occupational awareness, vocational assessment, job shadowing, career planning and pre-employment information.

CO2 students who meet senior-level high school benchmarks will receive a high school diploma, a **Certificate of Workplace Competency** and a **Benchmark Skill Certificate**. Those who meet all program standards will receive a **Certificate of Completion** or an **associate degree** (as appropriate) plus a portable, "warranted" competency certificate, a **Certificate of Skill Mastery**. Each career pathway provides job placement and service to completers for up to 18 months. Students selecting the college-preparatory pathway may participate in a senior-year practicum at a vocational center related to their professional fields of interest.

Project Reach targets students who have been identified at the end of grade 6 as being at risk of dropping out or not earning the Certificate of Core Mastery in the 10th grade. Students who do not perform satisfactorily on the 8th grade assessment are served by the **Opportunity Awareness Program**, a nationally recognized model of dropout prevention.

Legislation, Executive Orders, Policies, Studies

1996 The legislature enacts **L.D.1791**, implementing the recommendations of the Task Force on Learning Results.

1994 The legislature enacts **P.L. Chapter 290, Sec. 20A**, mandating the State Board of Education to set goals for education in Maine. To help with this process, the act establishes the 20-member **Task Force on Learning Results**, led by the chair of the board, to develop a plan for Maine education and to use Maine's Common Core of Learning to identify specifically the knowledge and skills that all Maine students will be expected to master.

1993 **P.L. Title 20A, Chapter 226** creates **Jobs for Maine's Graduates**. Chapter 432 creates the **Maine Youth Apprenticeship Program** (since renamed Maine Career Advantage).

1991 The Department of Education releases *Maine's Challenge — An Action Agenda for Systemic Change*, calling for a universal, high-performance model for public education, preschool to adult; a comprehensive, statewide School-to-Work transition system and a lifelong workplace skills development program; and a high productivity/high quality/high wage orientation for the state.

1987 Maine convenes a blue-ribbon task force to study education and the economy. The committee issues the report, *Education for the World of Work*, which concludes that there is "a profound lack of fit between the outcomes of education and the labor force requirements of the emerging world economy."

1985 The then Bureau of Vocational Education within the Department of Education prepares the report, *New Directions for [Applied] Technology Education*, proposing a comprehensive new model of education: comprehensive K through adult career guidance and counseling; an individual career plan for each student; and a comprehensive spectrum of clearly articulated career pathways.

Coordinating Structure

Broad oversight and fundamental policy decisions are the responsibility of a five-member **Career Opportunities 2000 Executive Committee**, a cabinet level interagency body made up of the governor; the commissioners of education, labor, economic and community development; and the president of the Maine Technical College System.

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The Maine Department of Education Division of Applied Technology serves as the **Maine Office of School-to-Work Opportunities** and the director of School-to-Work staffs the executive committee.

Day-to-day operational oversight and interagency coordination has been assigned to a twelve-member **Career Opportunities 2000 Delegate Agency Council**, which includes the executive director of the Center for Career Development; the director of apprenticeship standards; the president of Jobs for Maine's Graduates; the education department director of School-to-Work opportunities; the Bureau of Employment and Training Programs director of workforce development; the statewide tech-prep coordinator; the MOICC executive director; the president of the Maine Association of Vocational Education Administrators; the executive director of Portland West; the director of the Bureau of Labor Education; the staff director of the Committee on Transition; and the executive director of the Maine Council on Vocational Education (which has also been asked to serve as the **Maine Advisory Council on School-to-Work Opportunities**).

In addition, a 50-person **Career Opportunities 2000 Steering Committee** has been organized to promote involvement in the School-to-Work system by employers, labor unions, state agencies and other stakeholders. Mini-task forces, **ad hoc School-to-Work action teams,** are being formed to help oversee and organize the use of School-to-Work funds.

Implementation Strategy

Maine will operate the School-to-Work system through seven regional partnerships and 24 local partnerships based at the technical colleges and applied technology centers. Each local partnership has a council made up of a broad spectrum of business, union, education, state agency, local government, student, parent and community representatives.

Funding goes to local partnerships through various existing channels: for example, funds for career internship pass through the Maine Technical College System to the Center for Career Development and then to individual technical colleges and career internship sites; funds for pre-apprenticeship go through the Department of Labor; career preparation resources go to Jobs for Maine's Graduates and on to local sites; funds for labor education and workplace health and safety curricula and materials funnel through the Bureau of Labor Education to School-to-Work projects.

Higher Education

The University of Maine College of Education is working with the University of Southern Maine School of Technology to develop summer academies, regional workshops and distance learning opportunities for preservice and inservice teachers.

The Board of Regents, the Trustees of the Maine Technical College System and the Department of Education have approved integrated six-year programs (2+2+2) leading to advanced placement, an AAS degree and a Bachelor of Science degree from the University of Maine.

The Maine Technical College System and other agencies will be working with the Department of Education to design a new student information system that can track the movement of students out of education programs into the world of work.

Evaluation

The state plans to evaluate the School-to-Work system using two proposed information systems: an **Automated Occupational/Labor Market Information System** and a universal student information system. Program performance will be measured against the **Core Measures and Standards of Performance** adopted by the Board of Education in compliance with the Carl Perkins Act.

Notes

Maine participates in two National Center on Education and the Economy projects, the **New Standards Project** and the **High Skills State Consortium**.

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MARYLAND

Overview

Maryland has built a Career Connections initiative consistent with a series of education reform initiatives implemented over the past five years. New graduation requirements were implemented in 1993 that include more rigorous academic content and require all students to complete an elective career pathway as part of graduation requirements. The state's career development process involves a K through postsecondary continuum of career awareness, exploration and preparation. Maryland plans to build on existing work-based learning strategies and link with the Department of Licensing and Regulation system for issuing work permits to students to identify where student employment can be integrated with school-based learning. An employer incentive fund will target resources directly to groups of employers. In 1995, Maryland received $4.2 million under the School-to-Work Opportunities Act.

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Education Practices

Maryland's vision for **Career Connections** was crafted by a broad-based group of state and local stakeholders:

> *Career Connections will support education reform, economic development and workforce development in Maryland through the creation of a new learning enterprise jointly designed by community partners. Local teams composed of employers, parents, teachers, students, employees, labor leaders and other community members will create opportunities for students to pursue multiple paths to productive careers. Each student will participate in a challenging, purposeful program of study which takes place both in high school and work settings in order to blend theory and application. High expectations, coupled with adequate support, will challenge each learner to achieve mastery of the academic, work and life skills required to pursue flexible career paths and lifelong learning.*

Over the past six years, Maryland's education reform effort, **Schools for Success**, has been working to implement the recommendations of two major commissions: the **Governor's Commission on School Performance**, which focused on systemic educational reform through a comprehensive school accountability program and the **Maryland Commission on Vocational-Technical Education**, which focused on strategies to integrate and link academic and vocational education at the secondary and postsecondary levels.

At the core of the Maryland school performance program are rigorous content standards that define what students should know and be able to do in reading, writing, language usage, mathematics, science and social studies in grades 3, 5, 8 and at high school graduation. Established in 1990, the **Maryland Learner Outcomes** are the backbone for reforms throughout the state in curriculum, instruction, assessment and learning.

In order to determine student achievement and school performance with respect to the Maryland learner outcomes, the Department of Education has established the **Maryland School Performance Assessment Program**, a rigorous statewide program for elementary and middle school years that has received national and international recognition as a model performance assessment system. The 5th year of testing for students in grades 3, 5 and 8 was completed in May 1995. New graduation requirements were implemented in 1993 that include more rigorous academic content and require all students to complete an elective career pathway as part of the graduation requirements. A new high school assessment currently under development will measure student achievement in mathematics, science, social studies, English and skills for success.

The state uses the Maryland School Performance Assessment Program as well as dropout rates, attendance and scores from the **Maryland Functional Testing Program** (minimum competency tests that must be passed for graduation from high school) to determine how schools are performing. School performance is compared with state performance standards for all students (including 95% of those with disabilities) adopted by the Board of Education in 1993. Every school is required to establish a broadly representative **school improvement**

team charged with using the school performance program and other data to develop strategic planning.

The Maryland Department of Education has developed jointly with its stakeholders the **Vision and Plan for Blended Instruction,** which addresses the linkage of academic and vocational education. Local tech-prep consortia are required to implement the **Maryland Career Development Model**. Based on the National Information Coordinating Council's guidelines, the model is K through adult. Two systems support this model: **VISIONS,** a computer-based career information system that includes information about careers and postsecondary options, in middle schools and **VISIONS PLUS**, a comprehensive computer software system that identifies and describes nearly 1000 occupations covering 90% of the jobs in Maryland, in high schools. In addition, Maryland has received a multi-million dollar federal grant to create a network of one-stop career centers.

Career Connections will provide the opportunity for all students to engage in career awareness activities in elementary school, explore career options in middle school and select a career cluster focus that integrates academic, technical and generic employability skills known as **Skills for Success** at the postsecondary level. Student participation in career preparation and development activities will lead to skill certificates. Nine career clusters reflective of Maryland's economy have been identified to integrate academic and career preparation and to provide a framework to link secondary and postsecondary program development.

By the year 2000, all high school graduates will have **career portfolios** that include completion of VISION PLUS, a career plan, regular assessments by students, parents and educators and completion of high-quality work experience with a local employer. The state system for issuing work permits will be used to provide opportunity for employer participation and input.

Legislation, Executive Orders, Policies, Studies

1995 The **High School Assessment Task Force** presents its proposal for content standards and a comprehensive assessment design to the Board of Education.

The state submits its Goals 2000 state reform plan, **Schools for Success/Goals 2000**. Career Connections is a subcommittee with Goals 2000 panel members to create a component entitled, "Integration of Academics, Career Education and School-to-Work."

1994 **House Joint Resolution 17 (HJR 17)** is passed requesting that the Department of Education adopt **Opportunities to Learn** strategies to ensure that all students have a fair and equitable opportunity to reach the high content and performance standards set by the state. HJR 17 calls for a partnership task force of parents, faculty, support staff organizations, administrators and others to assess the community's and school's ability to serve all students.

A **Career and Technology Education Program Standards Task Force** is established to develop new standards and specifications for career clusters in allied health; biological technology/technician; construction/carpentry; child care and guidance;

drafting; electronics; graphics and printing; heating; air conditioning and refrigeration; horticulture; and secretarial and related programs. DACUM (Developing a Curriculum) charts are developed.

The State Board of Education appoints the **High School Assessment Task Force** to develop new learning goals in academic subjects and a system for assessing student competencies as a requirement for graduation by the year 2000. The task force is divided into five content areas: English, mathematics, sciences, social studies and skills for success. The latter includes generic skills such as learning, thinking, communication, technology and interpersonal skills, identified through a cooperative effort between educators and employers from the Maryland Business Roundtable for Education.

1993 Maryland creates a single Human Resource Investment Council for all federal programs. Legislation is passed to expand the **Governor's Workforce Investment Board** (1983) to include the State Council on Vocational-Technical Education and the State Advisory Committee for Adult and Community Services. The board asks the state's 12 private industry councils to convene local teams to provide leadership in developing plans for local integrated workforce development systems, including improved school performance and systems to connect school to careers.

House Bill 1568, The Apprenticeship Incentive Program establishes the rationale and framework for creating a "market-driven" system for school-to-careers initiatives.

1991 The **Maryland School Performance Assessment Program** is established, including criterion-referenced tests in reading, writing/language usage, mathematics, science and social studies in grades 3, 5 and 8.

The **Maryland Task Force on Students and Work**, composed of employers, educators, businesses, unions and students, is established by the superintendent of schools to study the employment of minors laws, make recommendations to increase the effectiveness of schools and ensure success for all students.

1989 Based on the recommendations of the **Governor's Commission on School Performance,** the Department of Education begins development of the **Maryland School Performance Program**, which includes a comprehensive accountability system that assesses school performance, measures school progress toward state standards, assists school improvement efforts throughout the state and ultimately intervenes in schools that fail.

Coordinating Structure

The **Governor's Workforce Investment Board** (Education Subcommittee) and the **Maryland State Department of Education** provide leadership to the **Career Connections Management Team**, a public-private partnership to which the governor has given responsibility for implementation, policy development and oversight for Career Connections.

Implementation Strategy

The state has created a two-part local governance structure, one at the labor level, the other at the school level. *At the labor market level*, the 12 existing labor-market service delivery areas became career connections planning areas. As the initial strategy, the 12 private industry councils in these areas convened local teams to prepare for Career Connections. *At the school level*, the school improvement team, which includes employers, labor leaders, parents, teachers, employees, administrators and students, is responsible for integrating Career Connections into overall school improvement efforts.

In many instances, Career Connections partnerships build on expanded tech-prep consortia. Awards have been made competitively to three local labor market teams to begin implementing new systems of school to careers. The state has set aside funds for an "incentive pool" available to groups or consortia of employers, trade associations and labor organizations in targeted high-wage, high-skill occupations with preference for those offering matching funds. Career Connections will build on initiatives with proven results as well as those demonstrating promising practices.

Higher Education

The Higher Education Commission provides leadership to the teacher educators curriculum initiative and assists in the areas of articulation and transfer agreements, coordination between postsecondary advisory groups and local systems and planning teams, the design and implementation of distance learning to support Career Connections, expanding the use of internships/worksite activities at the postsecondary level, working with postsecondary institutions to develop credentialing and ensuring smooth transition to employment, community colleges, or baccalaureate education. In addition, the Department of Education and the Higher Education Commission coordinate the collection and dissemination of information on secondary and postsecondary student outcomes.

Through tech prep and program articulation, high schools already are linked with community colleges through 4+2 (high school+two-year college) programs. Institutions are being encouraged to develop 4+4 (high school+four-year campus) programs to build linkages to baccalaureate programs.

The **University of Maryland System** has worked with the Department of Education and the Higher Education Commission to develop planning and policies in relation to teacher training; promote tech prep; review applied academics for acceptance by system institutions; serve on the high school assessment task force; conduct a conference on connecting high schools, community colleges and universities; create student transfer agreements across institutions and promote articulation. An interagency team, composed of the state's teacher association, higher education, K through grade 12 staff and employers will develop training plans that will target all high school and middle school instructional and administrative personnel.

Evaluation

The state will solicit competitive proposals to design an ongoing evaluation/accountability process for Career Connections. The evaluation will include four components: formative evaluation, process evaluation, impact and follow-up.

The five-year evaluation will document the effects of program participation on students, in particular identifying how the program affects participants in the classroom and the workplace, how the program affects the workplace where students are employed and how the program affects educational institutions. It will include indicators such as academic performance, attendance, earnings, technical and employability skills, job retention, student placement and advancement in postsecondary education and employer satisfaction.

Career Connections evaluation efforts will be complemented and supplemented by existing evaluation efforts: the Maryland School Performance Program's annual report card; the Higher Education Commission's Student Outcomes and Achievement Report; and the Department of Education's biennial survey of graduates and employers. The state will establish Career Connections milestones, coordinated with the governor's requirement for benchmarking in all executive branch agencies.

Special Programs

The Manpower Development Research Corporation has acknowledged the **Academy of Finance at Lake Clifton/Eastern High School** as one of the most successful school-to-careers initiatives in the nation. **MechTech, Inc**. in suburban Baltimore is known nationally as an accomplished manufacturing youth apprenticeship program. The **tech-prep consortia in rural southern Maryland** is one of 10 U.S. Department of Education national demonstration sites.

Vocational Support Services Teams, a nationally recognized model to provide support services to special populations, exist in many high schools and community colleges. These teams provide extra assistance to students in achieving career goals. Under Career Connections, these teams will expand their services to all students.

Notes

Ten of Maryland's 24 local school systems are part of the *High Schools That Work* network.

Following the implementation of Maryland's education reform programs, the state dropout rate has fallen from 6.5% in grades 9 through 12 in 1990 to 4.94% in 1994. Six of Maryland's school systems have achieved dropout rates of 3% or lower.

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Source

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MASSACHUSETTS

Overview

Massachusetts has comprehensive school reform legislation designed to create a decentralized School-to-Work system based on key industry clusters, fundamental school reform and the oversight of the MassJobs Council and regional employment boards. This legislation calls for new methods for teacher and counselor professional certification, new curriculum frameworks, new standards for certifying student performance, action to replace the general track and new planning and accounting systems for schools. School to Work is being used as a policy framework for linking academic and career preparation programs. Program oversight is provided by the MassJobs Council, the state's Human Resource Investment Council. In 1994, Massachusetts received $33 million under the School-to-Work Opportunities Act, making it one of the first eight implementation states funded under the act.

Education Practices

Academic standards for all students are reflected in the criteria established for three certificates: **Competency Determination, Certificate of Advanced Mastery and Certificate of Occupational Proficiency**. The state's assessment system is based on uniform statewide standards in curricular areas and includes portfolio assessment.

Students in 3rd, 5th, 8th and 10th grades undergo comprehensive assessment of academic skills. The 10th grade assessment is a gateway to career pathways or thematic "majors." All students have the option to earn a certificate of occupational mastery, a portable, industry-recognized credential that certifies student accomplishment of skills benchmarked to high standards.

Massachusetts plans to develop a system of industry-specific skill standards for nine to 12 training occupations that represent broad industry clusters in critical and emerging industries. Because the standards represent the skills actually needed and used by workers in industry, they will not only structure curriculum at the community college level but also will require articulation of 2+2 curricula (two years high school plus two-year college) between high schools and community colleges and between high schools, community colleges and four-year universities (2+2+4).

Project ProTech, a nationally recognized youth apprenticeship program, provides paid work experience to prepare students for occupations in health care and financial services. Students spend their junior and senior years of high school and at least two years of postsecondary education learning and developing basic, technical and work-readiness skills in high-demand occupations identified by Boston employers.

The state plans to assess the role of charter schools in their support of School-to-Work efforts. The secretary of education will determine how they relate to local and regional plans for School-to-Work transition.

The **Summer of Work and Learning**, a 1991 initiative by Governor Weld, has been expanded to 12 cities and has been targeted to provide summer job activities for at-risk students. Awards are given competitively to local partnerships who develop programs that connect these jobs to School-to-Work programs. Partnerships must include at least one school, private business and the regional education board; they are encouraged to include community colleges, community-based organizations and local employment services offices.

The State Department of Employment and Training is supplementing career counseling and job-placement services by offering a summer program that places guidance counselors from 38 schools in employment services offices during the summer months.

Students with disabilities are specifically targeted for School-to-Work transition by the **Massachusetts Transition Initiative**, which received five-year federal funding in 1992.

Legislation, Executive Orders, Policies, Studies

1994 A permanent School-to-Work committee is established by executive order within the MassJobs Council to ensure that the School-to-Work system is part of the broader employment and training system in the state. The committee is co-chaired by the secretary of education and a member of the MassJobs Council. The executive and advisory committee is composed of the co-chairs, the commissioner of education, the commissioner of the Department of Employment and Training, a community college president, a union representative, a representative of a community-based organization and one from a statewide business association.

The committee is charged with statewide oversight including establishment of performance standards for local programs, system benchmarks, evaluation and funding. The committee is staffed by a small School-to-Work office, assisted by an interagency working group.

The 1994 Statewide Plan for Professional Development is prepared. This sets out four priority goals for the Department of Education: work with the education community to establish professional development priorities, help school districts prepare professional development plans, link professional development and recertification, and link schools and teachers with higher education and other resources for professional development.

1993 The legislature enacts **The Education Reform Act of 1993**. The Massachusetts Business Alliance for Education, a consortium of private sector leaders, the Executive Office of Education and the commissioner for education provide major impetus for this call for reform. The act establishes the **Massachusetts Commission on the Common Core of Learning** to identify what all students should know, value and be able to do. This common core is to be published and formally approved by July 1994.

The act establishes new curriculum frameworks, academic standards and a student assessment system. Each school district must prepare a plan to eliminate the general track by June 1994. The secretary of education is authorized to approve up to 25 charter schools to be operational in 1995. The act specifically provides for the establishment of School-to-Work standards, a grant process for the integration of academic with occupational education, secondary with postsecondary education and work-based with school-based learning. It also encourages and enables "dual enrollment" of qualified high school students to earn postsecondary credits.

New standards, regulations and processes are put in place by the act for certifying and recertifying school personnel based on knowledge of subject matter areas. Also included is a new funding mechanism to support School-to-Work activities: these include foundation school budgets, school spending waivers, school choice reimbursement, adult education funding and inter-district equity in fund distribution.

The **MassJobs Council** (MJC), the state's multisector policymaking and coordinating body for all employment and training programs, establishes the 30-member **MJC School-to-Work Task Force** to design a system of School-to-Work transition. The task force is staffed jointly by MJC and the executive office of education with staff from all agencies participating in work groups.

1992 Governor Weld calls for the preparation of a state economic strategy that produces *Choosing to Compete: A Statewide Strategy for Job Creation and Economic Growth*, a plan to support long-term investment in education and the introduction of new management approaches and procedures by the public and private sectors.

Choosing to Compete serves as a blueprint for how state government will collaborate with business and labor and the research and education communities to create an environment for business innovation and job creation.

1988 The legislature empowers the MJC to become the nation's first statewide "super council" to oversee all programs affecting employment and training of persons outside the K through grade 12 education system. MJC becomes the governor's principal advisory board for workforce development and has statutory responsibility to coordinate all employment, training and employment-related education programs in the commonwealth.

1982 The **Boston Compact** is created between Boston schools and Compact signatories to use collective resources to provide greater educational and career opportunities for Boston students, including access to higher education, comprehensive curriculum, achievable standards and effective assessment, training and professional development and support for parents and families.

1979 The state creates a system of **private industry councils** to provide leadership for innovative private sector programs at the labor-market level.

Coordinating Structure

The MassJobs Council is responsible for policy development and implementation for School to Work. Its members include the governor, secretary of education, commissioner of education, commissioner of the Department of Employment and Training, secretary of labor, secretary of economic affairs, the private sector, organized labor, the state legislature, the rehabilitation agency and others. It is co-chaired by the lieutenant governor and a private business executive. It receives annual reports from School-to-Work regions.

Private industry councils, now designated **regional employment boards** by the legislature act as a "board of directors" for all job-related education and training programs at the local level. Private-sector led, these boards include employers, school superintendents, vocational school directors, community college presidents, organized labor, community organizations and municipal government.

Implementation Strategy

The Massachusetts strategy is to minimize the top-down flow of information. The state provides technical assistance to build capacity and understanding of School to Work, in the preparation of guides and manuals to share best practices in curriculum development, evaluation, integration of academic and work-based learning, continuous improvement, funding and linking activities. Sixteen regional boards must submit annual plans for School-to-Work transition and actively convene and encourage local partnerships.

Massachusetts has developed model programs in collaboration with local practitioners for replacing the general education track with integrated academic and technical learning, integration of school and work experiences and integrated secondary and postsecondary education. Emphasis is being placed on explicit models for urban, suburban, rural and regional collaboration models.

In March 1994, Massachusetts made planning grants to five regions, awarded competitively on the basis of six-year plans. Each region was required to fund at least one local partnership built on a comprehensive School-to-Work model.

Higher Education

The secretary of education, co-chair of the School-to-Work Task Force, requested the **Committee on Education Policy** to consider a variety of proposals directed to supporting linkages between School to Work and postsecondary education. This committee, a coordinating committee consisting of the executive committees of the Board of Education and the Higher Education Coordinating Council, has been asked to create formal linkages between School to Work, community colleges and higher education and to establish policy on dual enrollment, advanced placement and uniform tuition for high school students enrolled in dual credit programs.

Working with the Federal Bureau of Labor statistics and the Massachusetts Department of Employment and Training, **Northeastern University's Center for Labor Market Studies** has prepared a detailed, sub-state regional analysis of the state's economy, reviewed the employment and earning experiences of public high school seniors and young adults and assessed the industries and occupations where youth training has the highest prospects of success.

The Massachusetts Institute of Social and Economic Research at the University of Massachusetts performed a study in 1993 to show the feasibility of cross-matching data on roughly 100,000 student/trainee completers per year of different education and training programs with the wage record data base, which covers more than 95% of total employers.

The 15 community colleges are active in offering both the certificate of occupational proficiency and the certificates of advanced mastery. The community colleges have formed their own implementation task force to determine specific program adjustments and workable mechanisms for awarding these certificates.

The state's community colleges are part of 2+2 (high school+two-year college) programs and 2+2+4 (high school+two-year college+four-year campus) programs that also include four-year universities.

Evaluation

Massachusetts has designed a system of process evaluation that involves self-assessment and peer review. The state prepares a self-assessment manual containing comprehensive questions that are answered by the local partnership; the state then designates a peer review team, composed of School-to-Work practitioners from other programs in the state, which conducts an on-site visit. Evaluation protocols permit common collection of data and cross-program comparison.

Massachusetts plans to implement **The Placement Accountability System** to track the long-term labor market experiences of School-to-Work students. To bring this about, the legislature has authorized the matching of the necessary data bases. In 1993, a successful demonstration pilot project matched unemployment insurance records against Job Training Partnership Act (JTPA) completed records. This established the feasibility of the process.

Special Programs

The **Boston Private Industry Council** (PIC) serves as the convener of all key players in Boston to focus on School-to-Work issues. The Boston PIC provides the mechanism for collaborative action in the area, offering the Boston School Committee, the Boston Public Schools, community colleges and the business community a vehicle for collective action. The

PIC has primary responsibility for organizing employer participation. The council supports the **Job Collaborative**, a career-service program for high school students and graduates that serves 1,500 students annually. In addition, the Council oversees three career academies in the city (travel and tourism, finance and public service) that serve 150 students.

The **Bay State Skills Corporation** has initiated a partnership with four communities to help build their capacity to create comprehensive community-wide systems that help prepare youth for adult responsibilities of further education, training and employment. The project, known as **Communities and Schools for Career Success**, is a multiyear effort that includes the communities of Boston, Brockton, Fitchburg/Leominster, Springfield, Barnstable, and Amherst/Northampton. Funded partially by the DeWitt Wallace-Reader's Digest Fund, the project focuses on developing a coherent career development strategy, comprehensive curriculum and instructional reform and integrated delivery of social and human services to students and their families.

The **Merrimack Valley Occupational Tech-Prep Educators Collaborative** enrolls 878 secondary and 116 postsecondary students within the region. Eighty articulation agreements are in place with three community colleges, three colleges, one university and three private technical institutions.

The **Madison Park Technical-Vocational High School** has been restructured into four academies organized around industry clusters and a fifth academy that allows 9th graders to explore a variety of academic and occupational options.

Notes

Tech-prep programs serve over 4,400 students in 11 different education consortia, involving 111 secondary schools, 39 postsecondary institutions and approximately 145 businesses. There are 62 articulated technical disciplines and 456 articulation agreements statewide.

The School-to-Work Institute annually convenes 500 to 1000 teachers, administrators, policymakers and other system partners to share information, have direct input into state-level system planning and communicate next-step strategies for system expansion.

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MICHIGAN

Overview

One of the first eight implementation states, Michigan was awarded $49 million over five years under the School-to-Work Opportunities Act.

Education Practices

The vision for Michigan School to Work:

> *. . . a system that assures equity and quality for ALL students; a fully developed and integrated statewide system that enables ALL Michigan's learners to identify and navigate career paths to productive and progressively rewarding career options; a system that holds ALL Michigan youth to acquire the knowledge, skills, abilities and labor market information needed to make a smooth and effective passage from school to career-oriented work or further education or training.*

The **Michigan Education Assessment Program** (MEAP) evaluates students in grades 4, 7 and 10 in math and reading; and in grades 5, 8 and 11 in science. Beginning in 1997, all students must demonstrate proficiency in communications, math and science in order to graduate.

A **State-Endorsed Diploma** signifies that a student has attained satisfactory scores in one or more subject areas on the MEAP or other locally developed and state-approved tests.

The **Restructuring of Secondary Occupational Programs** requires local schools to reorganize their occupational programs and upgrade their curriculum with the assistance of business and industry representatives. Restructured programs should begin with a broad base of instruction that leads to specialization; they should include employability and entrepreneurial skills, applied math, communication and integrated vocational and academic skills.

The **Educational Employability Development Plan** (E/EDP) provides a mechanism for planning, developing and documenting achievement to improve the long-term competencies of youth, whether the student career path is K through grade 12, K through grade 13, K through grade 14 or includes an associate or a baccalaureate degree. Starting at the 8th grade, student competencies and career preparation are documented in **student portfolios**.

The **Michigan Comprehensive Guidance and Counseling Program** helps people choose careers by providing career development information through the **Michigan Occupational**

Information System (MOIS). MOIS is a cooperative program of the Michigan Department of Education, Michigan Employment Security Commission and **Michigan Jobs Commission**.

Legislation, Executive Orders, Policies, Studies

1996 **Pending Legislation for a Youth Apprenticeship Tax Credit** is passed. In order to help meet the critical shortage of high skills needed for high-wage jobs, the **Michigan Jobs Commission (MJC)** is advocating passage of a Youth Apprenticeship Tax Credit for employers willing to provide registered youth apprenticeships for high school students. Proposed by Governor John Engler to the Michigan legislature, legislation was introduced in March 1996.

1995 On February 28, 1995, the **MJC** became the only department of state government in the country charged with business retention and economic and workforce development. The department coordinates the state's job training programs and links them with economic development. It is creating a local workforce development service delivery system called **Michigan Works!**, which will establish the nation's first "no wrong door" consolidated employment and training service network.

1992 **Toward 2000 — A Strategic Plan for Career Technical Education in Michigan** is developed to identify the outcomes needed for the new career and technical education system. This framework includes five target outcome areas: labor market information, learner outcomes, instructional delivery system, professional development, and policy and legislation.

Worksite-based Education Guidelines are adopted by the Department of Education to provide rules for all work-based education programs, including work study, youth apprenticeships, dropout prevention and cooperative education.

1990 **Public Act 25** calls for all Michigan schools to begin a school improvement process, initiate an accreditation process for each school building, provide a yearly report to the community on the status of reform efforts and define and provide a core curriculum for all students at all educational levels.

1987 **Michigan K through 12 Standards of Quality** are developed by the State Board of Education for use as a resource by local districts and schools for self-assessment of programs. These standards provide the criteria by which educators, parents, community members and business/industry can analyze each school.

Coordinating Structure

The MJC, in conjunction with the Michigan Department of Education, administers the state's School-to-Work initiative. The commission is made up of seven department heads and 13 business representatives. The **Governor's Workforce Commission**, a Human Resource Investment Council, established by Governor John Engler under Title VII of the Job Training Partnership Act, advises both the MJC and the governor. Its membership includes representatives from business, education, labor, community organizations and state agencies involved in job training.

The governor also has appointed the **Council of Employers**, made up exclusively of state CEOs, to establish statewide skill standards and assessment process, conduct statewide marketing research and develop a state economic development plan.

A statewide clearinghouse for School-to-Work information is located on the Michigan State University (MSU) campus, at the Michigan Center for Career and Technical Education, funded by the Michigan Department of Education to MSU, College of Education. The clearinghouse provides information, resources and technical assistance statewide to local partnerships, the state School-to-Work office, the Michigan Jobs Commission and other state departments, as well as the public at-large on School to Work. Its World Wide Web page is http:/mccte.educ.msu.edu.

Implementation Strategy

Michigan has developed 44 regional/local partnerships which operate under the guidance of local governing board members chosen predominantly from the private sector. Other governing board members include representatives from primary and secondary schools, postsecondary institutions, organized labor, community organizations, parent groups, students groups and local government.

The local partnerships, although ultimately responsible for the implementation of School-to-Work initiatives, are provided technical assistance and support through a statewide School-to-Work network.

Using federal implementation money, the state will provide funding to local partnerships once they have a state-approved plan and approved stakeholder involvement. Local partnerships must also locally match money provided under the federal grant. The state initially will allocate money to the local partnerships based on the numbers of students they serve. In future years, the state plans to tie local funding to performance measures.

Higher Education

The role of postsecondary education has been fairly limited in the state. Michigan has a strong history of tech-prep programs that involve community colleges with workforce preparation and K through grade 12 education. The state would like to encourage higher education to develop new approaches to learning, provide more flexibility in the types and times of courses offered and share resources between and among its colleges and universities.

Evaluation

The Michigan Jobs Commission will oversee the Management Occupational Information System which will evaluate the implementation of the state and local School-to-Work system and its outcomes.

Special Programs

The Detroit Compact, a partnership among business, city and state governments, higher education, labor, the community and the Detroit public schools, assures jobs and college assistance to students who meet the compact standards of academic progress, social adjustment and attendance.

The Manufacturing Technology Partnership Program is a U.S. Department of Labor demonstration site. The program is a partnership among organized labor, an employer, a community college, county high schools, an area career and technical center, a public training agency and a community business group. The program focuses on preparing youth to become skilled trades workers at General Motors in Flint, Michigan.

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Sources

School-to-Work Opportunities — Key School-to-Work System Components: The Initial Eight School-to-Work Opportunities Grantees. U.S. Department of Education and U.S. Department of Labor, May 1995.

Michigan School-to-Work Initiative: Planning and Implementation, Michigan Jobs Commission, Michigan Department of Education, Local Community Partnerships, 1995.

MINNESOTA

Overview

The state strategy is to provide an incremental, integrated and seamless School-to-Work system using school-based and work-based learning and connecting activities. The system is a grass roots movement in Minnesota with collaborative efforts across multiple state agencies providing technical assistance and help in removing barriers. The local School-to-Work partnership boundaries are self-defined by each partnership. The Minnesota School-to-Work system is a way of seeing things with new eyes, not just as an add-on program.

Education Practices

Minnesota's vision:

All Minnesotans will make successful education and employment transitions.

The system provides equitable access for all learners at all ages. Minnesota's system is a "womb-to-tomb" system.

Minnesota's commitment to a system rather than programs becomes apparent as local multi-sector partnerships work to make career awareness activities, career exploration opportunities and career experience opportunities incremental, integrated and seamless.

Some components of the Minnesota system are, but not limited to distance learning, integrated academic and vocational courses, service learning, tech prep, youth apprenticeship and youth entrepreneurship.

Minnesota is one of the states funded to develop a system of One-Stop Workforce Centers which will be used to connect the "kid world" and the "adult world." Minnesota is working to develop a statewide labor market information system. The development of this labor market information system is collaborative across multiple state agencies to provide a world-class system.

Minnesota has a **Teacher In The Workplace** program. This program takes place during the summer and provides teachers with an opportunity to experience the workplace firsthand. The program has been very successful and continues to grow every year.

Minnesota is in the process of implementing **Minnesota Graduation Standards.** Full implementation of these graduation standards is targeted for the year 2002. The graduation standards have two parts: basic requirements and the profile of learning. The basic requirements guarantee that a high school graduate will reach specific levels of comprehension in three core areas that are essential for life in the adult world. In order to graduate, students must show basic competency in reading, mathematics and writing. The profile of learning focuses on high-level processes and skills which enable students to continue learning and developing beyond high school.

To receive a diploma a student needs to show an appropriate level of achievement in each of the following areas: understand what they read, hear and see; write and speak effectively; develop artistic pursuits; know how and when to use math; gather and use information; understand the world through science; understand interactions between people, their world and their culture; make informed decisions; know how to manage a household or business; and learn another language (optional). These graduation standards must be met in order for a student to graduate from high school.

Legislation, Executive Orders, Policies, Studies

1993 **Chapter 126B — Youth Apprenticeship System** creates an **Education and Employment Transitions Council** to assist in the development and implementation of youth apprenticeship programs throughout the state. Also established are a comprehensive youth apprenticeship program and youth apprenticeship demonstration programs.

As youth apprenticeship demonstration programs develop, it is quickly realized that there is need for better preparation of students in order for them to make an educated decision about being a youth apprentice. Minnesota now embarks on a more comprehensive School-to-Work system. The ultimate goal is to have a "womb-to-tomb" system. The 1995 legislation heads Minnesota in that direction.

1995 Chapter 131 — Governor's Workforce Development Council is created to:

- Replace the Education and Employment Transitions Council
- Develop, implement and evaluate the statewide local education and employment transitions systems
- Review the provision of services and the use of funds and resources under applicable federal human resource programs.

Coordinating Structure

The Governor's Workforce Development Council (GWDC) is responsible for advising the governor in the planning, coordination, review and evaluation of the School-to-Work system in Minnesota. The council is made up of 32 representatives from: business/industry (6), community-based organizations (4), education (4), organized labor (6), state-level elected officials (4), other constituencies (2), Commission on National Community Service (1 in 1997), the commissioners of children, families and learning (1), economic security (1), human services (1), trade and economic development (1), and the chancellor of the Minnesota State Colleges and Universities (MnSCU) (1).

Implementation Strategy

The state currently has almost 70 local School-to-Work partnerships. These are multisector partnerships that include but are not limited to representatives from: business/industry, community-based organizations, education institutions, parents, students and union/non-management employees.

Higher Education

The technical and community colleges are being merged across the state of Minnesota. This merger is also at the state level with the development of MnSCU.

The **Postsecondary Enrollment Option** program permits high school students to receive high school credit as well as postsecondary credit of completion of certain courses taken at postsecondary institutions. The local school district pays for the tuition.

Evaluation

Minnesota's system is a continuous quality improvement (CQI) effort to ensure that the elements of *Plan, Do, Check and Act* are incorporated. Evaluations are at the system, project and individual level. The CQI evaluation process will analyze Minnesota's primary efforts in terms of its major system and categories: curriculum and instruction, marketing, student assessment and evaluation, and support services and counseling. Each of these areas is comprised of activities that address: overall planning; staff development; the emphasis on addressing the needs of all learners; integration of the School-to-Work system into education curricula; collaboration among key agencies, institutions and groups; partnerships; and program evaluation activities.

Minnesota's Research and Development Center for Vocational Education at the University of Minnesota will be contracted to conduct the statewide evaluation system.

Notes

In 1994 to 1995, tech-prep consortia involved 340 school districts, 85% of the school districts in Minnesota. All of the technical colleges in Minnesota were involved, as well as a segment of the community colleges.

The Department of Children, Families and Learning and the Department of Labor and Industry have developed a set of Standards for Youth Apprenticeship.

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Source

Minnesota's Comprehensive Statewide Education and Employment Transitions System Implementation Proposal, June 19, 1995.

MISSISSIPPI

Overview

Mississippi's employment and training strategy is a collaborative effort intended to integrate the state's education, economic development and employment and training policies. The School-to-Work transition initiatives are built upon education and economic development policy expanded and articulated by the governor's office and implemented through collaborate organizational partnerships. The legislature earmarked state funding for the Work Force and Education Act of 1994, which established a regionally based delivery system for education and training. The state legislature has also expanded Department of Education tech-prep initiatives to public schools; federal and state initiatives also are under way for expanding the capacity of state and local nonprofit providers.

Education Practices

Mississippi's School-to-Work Planning Council has developed and adopted a vision statement:

> *Mississippi's vision of a statewide School-to-Work transition system is one in which all learners are provided equitable access to the learning process and maximum opportunities to become self-sufficient, productive, contributing citizens with the skills, knowledge and attitudes necessary to enter and remain in the workforce successfully. Such opportunities will require integrating existing educational and work-related experiences and developing additional collaborative partnerships of learning institutions and business and industry.*

Plans call for students in K through grade 6 to participate in activities linked to the workplace that emphasize career-exploration activities and the development of social and interpersonal skills. In grades 7 and 8, students will participate in career preparation and counseling, followed by applied academic experiences and employability skills. Occupational cluster training, job shadowing and internships will be emphasized.

Learn and Serve programs, administered by the Office of Community and Outreach Services of the Department of Education, operate in several communities throughout the state. These programs are designed to develop employment skills and positive attitudes through citizenship and service.

Dropout prevention strategies have been recommended for grades 7 and 8. **Jobs for Mississippi's Graduates** may provide these services for grades 9, 10 and 11.

Public/private advisory councils provide input on needed curricula for changing and growing occupations. The **Mississippi Curriculum Structure**, developed by the Board of Education, recommends processes and procedures for social studies, math and science. These recommendations include content standards, particularly for integrating academic- and career-preparation content. Plans call for the Interagency Executive Committee to work with the planning committee to develop a formal process for identifying basic workplace competencies in occupations requiring knowledge of math, science and social studies.

Legislation, Executive Orders, Policies, Studies

1996 Regional meetings are scheduled for public comment on School to Work.

1995 The Office of Vocational and Technical Education of the Department of Education issues *Handbook for Designing and Implementing Work-based Learning Programs*, which articulates performance standards, including private employers' options for sponsoring work-based learning opportunities.

1994 The legislature passes the **Work Force and Education Act**, which establishes and funds a regionally based delivery system for education and training.

Coordinating Structure

The governor's office plays the lead role in planning and developing the School-to-Work system. The **School-to-Work Transition Interagency Executive Committee** guides a statewide citizens group responsible for preparing the School-to-Work vision and plan. The executive committee provides planning information, policy direction and program information. In the future, the committee will be responsible for implementation and for informing the public and other stakeholders of progress made.

Appointed by the governor, the 21-member **School-to-Work Planning Council** includes representation from the private sector, citizens with disabilities, not-for-profit service providers, principals, schools, teachers, counselors and labor organizations. The council is responsible for developing the mission for School to Work in the state and for identifying the process for serving student needs. Plans call for this council to be advised by **employer advisory committees** responsible for addressing issues unique to small- and medium-sized businesses and for working with the council and local advisory committees on work-based learning.

Plans call for a **School-to-Work Advisory Committee** to be formally established, charged to coordinate agencies involved with School to Work and the governor's office, to develop models of school-employer partnerships and to explore incentives for business participation. Membership would include employers currently serving on the Planning Council and the Workforce Development Council. Other members would include two representatives from private companies employing more than 500 people and three from businesses with fewer than 500, the State Job Training Coordinating Council, the director of the AFL-CIO, the State Council on Vocational Education, the State Occupational Information Coordinating Committee and the Mississippi Economic Council.

Implementation Strategy

The governor's office will award grants and waivers to local partnerships as they are ready for implementation.

Higher Education

The Department of Education, through the *High Schools That Work* initiative, and the Research and Curriculum Unit of Mississippi State University are developing plans for disseminating and instituting curricula that closely integrate school- and work-based learning. In addition, the Research and Curriculum Unit develops instructional materials for use by the Department of Education and community and junior college instructors for teaching applied-learning skills and incorporating the Department of Labor SCANS competencies.

The state plan calls for community college skill tech-center representatives to work with nonprofit providers of employment training and services for youth and private-sector representatives to provide leadership training seminars for educators and students in rural areas. The plan also calls for the **State Board for Community and Junior Colleges Evaluation** to take responsibility for training teachers, counselors and staff to develop and maintain participation in School-to-Work transition.

Evaluation

The state is planning to build a research and tracking system. Data will be collected on dropout rates; students receiving employability skills instruction, work-experience training and placement; and pre-test and post-test at secondary and postsecondary levels. The Department of Education plans to implement use of these assessment instruments in all high schools by 1997.

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Source

Mississippi School-to-Work Transition Plan, 1995.

MISSOURI

Overview

Missouri does not have comprehensive legislation for School to Work. However, over the last several years, the state has enacted legislation to lay the foundation for a system. Plans call for a locally driven governance structure built around 60 local partnerships that will define their own service areas and will provide an increasing percentage of funds over several years. Missouri's Outstanding Schools Act of 1993 will provide the framework for educational improvement in schools. The act raises standards for students and calls for accountability to students, parents and employers. In 1995, Missouri received a federal Department of Labor grant to implement one-stop career centers. These centers will provide more convenient, user-friendly services in the area of workforce development.

Education Practices

Missouri's high school graduation rate for 1992–93 was 71%, at or near the national average. Missouri hopes to raise that graduation rate by implementing School to Work. Extensive career-development opportunities and contextual learning will help students to see the relevance of their education. Students can participate in career-awareness activities in K through grade 6, explore career options in middle school and have the opportunity to identify a career path in their junior year. They also have opportunities for job shadowing and work experience in grades 11 and 12.

The **Outstanding Schools Act** (1993) also will help reduce the dropout rate. Under the act, Missouri has established new academic performance standards for schools and has developed the **A+ Schools** program, which develops partnerships among schools, parents, business, labor, students and other community members. In 1994–95, 38 A+ grants were awarded; 19 more were added in 1994–95 for a total of 57 A+ schools. The program emphasizes placement in community colleges, postsecondary vocational and technical schools and high-wage jobs with workplace skills development opportunities.

In addition to the Outstanding Schools Act, Missouri also is using resources and activities planned under the Goals 2000: Educate America Act. In December 1995, the Missouri State Board of Education adopted the **Show-Me State Plan** developed under Goals 2000. The state is in the process of developing many of the performance standards, frameworks and assessments called for under the Goals 2000 legislation. Missouri was approved to receive its second round of funding under Goals 2000 in January 1996.

Since 1988, Missouri sales tax revenue from video rentals has been dedicated to a special VIDEO fund. Missouri school districts and postsecondary institutions use VIDEO funds to participate in instructional television and satellite programming. A satellite uplink facility, set up in 1995, provides the opportunity for teleconferences for educators and the general public. Missouri also has three interactive distance-learning pilots that involve a cluster of rural high schools that are linked via two-way interactive video.

The **Instructional Materials Laboratory** located at the University of Missouri, Columbia, under the direction of the Missouri Department of Elementary and Secondary Education, Division of Vocational and Adult Education, has developed a teaching packet on the use of multimedia technology in the classroom that has been distributed across the state and nation.

Missouri schools also are making use of additional technological advances such as the Internet. In Columbia, Missouri, the **Columbia Online Information Network**, is a free public-access community computer system that is available through the Internet. It is a collaborative effort of the local school district, the city and the public library system.

Special populations in Missouri are served through programs such as FUTURES, which provides support services to AFDS heads of household participating in an education or training program. The academically talented are served through the **Missouri Scholars Program** (1985), a three-week academic program for 330 entering juniors conducted by the University of Missouri, Columbia. Another University of Missouri project, **Project ENTER (Education for Nontraditional Employment Rules)** provides technical assistance to increase the number of people entering nontraditional occupations.

Legislation, Executive Orders, Policies, Studies

1995 Legislation directs the Coordinating Board for Higher Education and the State Board of Education to complete a comprehensive assessment of postsecondary vocational-technical education in Missouri in order to develop a plan for coordinating advanced technical and vocational training throughout the state.

Governor Mel Carnahan issues **Executive Order 95-11**, which charges the directors of state agencies providing or supporting education and job training and a member of the governor's office to work together as an interagency team to implement a statewide workforce development plan based on the recommendations of the Missouri Training and Employment Council (MTEC). The executive order notes the need for consolidated planning for School to Work, Goals 2000, National Community Service and one-stop centers.

1994 Governor Carnahan issues **Executive Order 94-15**, which establishes the **Governor's Partnership on the Transition for School-to-Work**. This partnership is to be chaired by a governor's designee. Its purpose is to develop a state-level plan for a school-to-work transition system no later than October 31, 1995. The partnership is to be composed of a representative from the governor's office and one each from the departments of elementary and secondary education, economic development, labor and industrial relations, higher education and social services; five from business; five from K through grade 14 education; one member from the Senate and one from the House. The partnership serves at the pleasure of the governor.

1993 The **Outstanding Schools Act** provides a framework for improving educational competencies; this includes accountability measures and enhanced funding. The act also supports A+ schools, which requires the elimination of the general track and a focus on career education.

Legislation is passed to create the **Commission on Informational Technology**. The governor appoints 15 members, including representatives from government, health, education, technology providers and consumers. The commission submits a report in 1995, outlining a state telecommunications strategy.

1991 **Missouri Training and Employment Council** is created, responsible to the governor for the oversight of Job Training Partnership Act (JTPA) and for recommendations for coordinating employment and job training services throughout the state. MTEC members include business and industry, state and local government, education, organized labor, community-based organizations and the general public.

Coordinating Structure

Plans call for a statewide governance structure to be built around the governor's interagency team, which will provide state-level decisionmaking for School to Work. Each director will appoint a staff member to a state management team, which will be responsible for day-to-day operations.

Higher Education

In 1987, the Coordinating Board for Higher Education develops guidelines for student transfer and articulation. These policies are binding on all public institutions. A statewide **Transfer and Articulation Committee** has been established with representatives from two- and four-year campuses; the committee sponsors an annual statewide transfer and articulation conference.

School to Work and economic development efforts are linked through the regional offices of the Department of Economic Development as well as through entrepreneurial programs, school-based enterprises, junior achievement programs, customized training programs, advanced technology centers and business assistance programs. In addition, the **Missouri Community College Training Program** provides contract training to employers in new or expanding industries.

Tech prep in Missouri is provided through consortia in 14 community college districts. Involved are 12 community colleges, one technical college, one apprenticeship training area, 49 area vocational schools and 357 high school districts.

Evaluation

The state management team will identify state agency staff and consultants, where needed, to design an evaluation system. This team will work with local area representatives to establish benchmarks and baseline data that will be used to measure success in the attainment of the five goals established by the Partnership on the Transition from School-to-Work. Some of these measures include high school graduation rates and serving high school dropouts.

Initially, Missouri plans to build an evaluation system based on the **Missouri School Improvement Program**, used to accredit each public school district; reports and assessments that are part of Missouri's Outstanding Schools Act of 1993; surveys and core data. Plans have been made to expand upon a survey conducted by the Coordinating Board for Higher Education that assesses business perceptions of graduates.

Special Programs

BEE (Business/Education Expectations) is a Kansas City project that serves 21 area school districts and over 100 private, public and not-for-profit organizations, placing students in summer internships with local businesses. Boatmen's Bank is one example: 7th grade students receive a three-week long unpaid summer internship during which they are given teller training and instruction in phone manners, customer service, communications and teamwork.

Pattonville High School offers Practical Education Now (PEN), a partnership with the Edward Jones Company. Students are enrolled in a one-hour PEN class and then travel to the business to work in the afternoon. They receive one hour of credit for the class and two credits plus pay for their work. Students gain knowledge of stocks, bonds, mutual funds and other investments as well as acquiring skills in human relations, oral and written communications, office technology, mathematics, resume writing and interviewing skills. The majority of the students involved in the program continue to work at Edward Jones after graduation either full- or part-time while attending college.

Notes

School-to-Work programs and activities are delivered through 530 school districts, 58 vocational technical schools, 12 community college districts, 15 JTPA areas and myriad community-based service organizations. Cooperative School-to-Work agreements that serve students with disabilities are in place in 173 school districts.

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Source

Missouri's Roadway to Success: A Federal Grant Proposal for State Implementation of Missouri's School-to-Work System, June 1995.

MONTANA

Overview

Montana currently is addressing education reform, although School-to-Work legislation is in place. During the 1995 legislative session, a joint resolution offering bipartisan support for School to Work passed unanimously in the Senate. However, it was amended in the House and then sent to conference committee where it was tabled. A state School-to-Work partnership with broad representation is in place and is expanding meaningful participation both from the private sector and from top-level state leadership. Meetings have been held with representatives from these key constituencies. A number of conferences and meetings have served to raise community and business awareness of School-to-Work goals and objectives. In October of 1995, the governor introduced a School-to-Work owner's manual that was sponsored jointly by his office, the superintendent of public instruction and the commissioner of higher education. Montana will be moving forward to create a state plan. Since January 1996, Montana has funded 22 implementation and local partnership grants with the state's federal development funds, and a draft state plan was sent out for comment in June 1996.

Education Practices

The state is developing a system that provides state structure with local control and flexibility to maximize the use of local resources. Key activities in the state include addressing workers' compensation packages for School-to-Work students, building partnerships, providing local funding, developing a model of skill standards, professional development for educators, developing strategies for rural communities and stakeholders' roundtables.

The Polson School District has served for the past two years as a national demonstration site for the use of student portfolios. The program, called "Get a Life," is sequentially designed for grades 5 through 12. Students address self-knowledge, life roles, educational development and career exploration. In addition, the Anaconda School District has evolved as a pilot site for a Career Pathways model. At the elementary level, Rapelje School has developed a career exploration curriculum for students in grades 5 and 6. These are just three of many school districts involved in School-to-Work exploration.

Legislation, Executive Orders, Policies, Studies

1996 The Workforce Development Conference, funded by School-to-Work Opportunities Act, is held in April. The state School-to-Work Advisory Board task forces plan to meet to develop possible legislation for workers' compensation and transportation liability.

1995 SJR 13, in support of School to Work, is adopted unanimously by the Montana Senate but is modified in the House. Lacking agreement in conference committee, the resolution is tabled for the session. Support for the resolution comes from the governor, superintendent of public instruction, the commissioner of higher education, the commissioner of labor and industry, the chamber of commerce, organized labor, parents and students.

1994 A survey of employers and secondary and postsecondary school administrators is conducted to assess existing partnerships and needs of both employers and educators. The first annual Montana School-to-Work conference is held in December.

Coordinating Structure

A state team representing the offices of the governor, the superintendent of public instruction, the commissioner of higher education, the Department of Labor and Industry, the Department of Commerce and the Department of Public Health and Human Services coordinate the state School-to-Work system development efforts with a statewide advisory board of 40 key stakeholders.

Implementation Strategy

Fifteen local partnership grants were completed as of June 30, 1995. Sponsored by the Governor's Office, Office of Public Instruction, Office of the Commissioner of Higher Education, the Department of Labor, the Department of Public Health and Human Services and the Department of Commerce, these competitive grants ranged from $3,000 to $5,000. Thirty communities expressed interest and 25 applied.

Higher Education

The Montana Board of Regents is focusing on workforce development at the postsecondary level. Montana is evaluating student-proficiency requirements and admissions standards for Montana University System in relation to workforce preparation system development. All two-year postsecondary institutions have articulation agreements with state high schools. The Board of Public Education has approved a performance-based accreditation option for schools.

In addition, several colleges have been involved in communitywide School-to-Work activities: Fort Belknap College, for example, established agreements to pursue School to Work with three high schools and 32 employers.

Evaluation

Montana has reviewed funded School-to-Work projects and is continuing the design of a statewide evaluation process.

Special Programs

A pilot School-to-Work program has completed its first year at Rapelje High School. Fifth and 6th graders at the school participated in job shadowing. Five of the eight students in the senior class were placed at worksites.

In 1994, Poplar High School received a Community Education Employment Center (CEEC) grant from the U.S. Department of Education to target high-risk students. It is one of five pilot programs nationwide and the only one on an Indian reservation. The CEEC provides a complete secondary school curricula as well as comprehensive vocational-technical education, counseling, activities, summer school, day care, patenting skills, workshops, seminars and School-to-Work transition services. Broadus High School in southeastern Montana also received one of the CEEC grants.

Notes

Montana has focused on rural issues related to the implementation of School to Work. Several educators and business partners involved in the statewide School-to-Work efforts have been presenters at numerous national conferences. The project director of the Rapelje School-to-Work Project received a 1996 Milken Award as an outstanding educator.

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Sources

State Development Grant Performance Plan/Report, 1995.

Southern Regional Education Board, *State Initiatives in School-to-Work*, July 1995.

NEBRASKA

Overview

Because of a strong tradition of local school control, Nebraska designed the Alliance for Learning system to effectively motivate change rather than mandate it. This strategy is designed to provide system structure at the state level while ensuring local flexibility in design and implementation. The three-state pilot programs already have expanded to 12 local partnerships. Each partnership is required to provide an increasing percentage of local implementation funding over a three-year period. Nebraska received $2.5 million in 1995 under the federal School-to-Work Opportunities Act (1994). Local partnerships have raised $4 million in matching funds. Nebraska has conducted state meetings to achieve a statewide vision and has conducted electronic town hall meetings to gain commitment.

Education Practices

Nebraska's **Alliance for Learning** is built upon four articulated pathways: school-to-apprenticeship, tech prep, cooperative education and career preparation. The design expands existing programs into 2+2+2 (high school+two-year college+four-year campus). Students achieve a common core of competencies and typically develop a career plan by grade 10. Students can receive a portable skill certificate plus a certificate of completion, associate or bachelor's degree. Those who select the apprenticeship pathway can earn a journeyman's certificate.

High-Performance Learning is a state-led initiative that stresses empowering students by promoting the eight domains of high-performance learning. School improvement is encouraged through local strategic planning for quality learning, equity and accountability.

The **Omaha Job Clearinghouse** was established in 1990 as a pilot project of the Greater Omaha Chamber of Commerce, Metropolitan Community College and Omaha public schools. Funded by the U.S. Education Department Educational Partnerships Act (1994), the program is one of 15 local partnership grantees and has become a national model. The program uses *Work Keys* (American College Testing), businesses are involved in developing work-based learning experiences for K through grade 12 education and a skill certificate is being developed for seniors.

The Nebraska Department of Education has produced the **Nebraska School-to-Work System Guidance Model**, which includes guidance assessment and linkage to the Nebraska Career Information System of 309 schools and 22 postsecondary schools.

Three pilot programs are in place: The East-Central Regional Partnership, WREN: Workplace Readiness Education Now and "School-to-Work of Lincoln." Nebraska lottery proceeds have been used for Education Innovation Fund grants. Nearly $8 million has been awarded since 1994. In a statewide electronic town hall meeting, the commissioner of education suggested that the fund be used to support School-to-Work partnerships. Approximately $1.27 million has been awarded and $3.7 million will be available in 1996.

Legislation, Executive Orders, Policies and Studies

1995 **LB392**, the governor's appropriations bill, includes $628,861 in state funds to be used to match the Alliance For Learning's School-to-Work initiative. Included in the appropriation to the Nebraska Department of Labor is $26,261, which may be considered as a match for school-to-work opportunity funds, as can an appropriation of $77,600 in the Department of Economic Development's budget. There is also an appropriation of $50,000 to support tech prep, $100,000 for community colleges to equip distance-education classrooms and $375,000 for community college personnel and programs. Total appropriation for School to Work is $628,861. Counting state and federal funding earmarked for special uses, Nebraska's resources for School-to-Work total $2,802,000.

1993 **The Nebraska Training Partnership** is formed, a coalition of a dozen public and private entities (including the School-to-Work advisory council) to address needs and provide funding to meet the state's workforce needs. Six focus groups representing regional business/manufacturers meet across the state. The partnership identifies needs in School to Work and workforce retraining.

Coordinating Structure

The **Nebraska Industrial Competitiveness Alliance**, a 28-member advisory board appointed by the governor will oversee the Nebraska School-to-Work system. Local boards also will be composed of at least 51% employers ensuring the employers' input into policy and implementation efforts.

The **Nebraska Industrial Competitiveness Service** also provides expertise in the identification and formulation of skill standards throughout the state. This effort uses the Nebraska Development Network to link state efforts.

Implementation Strategy

The 12 partnerships will be funded on an "as ready" basis and will be required to provide an increasing percentage of matching funds over a three-year period. The 12 School-to-Work partnerships funded in 1996 were required to provide at least 50% in local matching funds. Instead, they have raised 200%.

Higher Education

The postsecondary coordinating commission and the Community College Association worked with the governor's office; state-level officers from labor, education, urban affairs, policy research and economic development; representatives from apprenticeship training; counselors; Nebraska Power District; and school board members, administrators, teachers and counselors to plan and develop the **Alliance for Learning**.

The three state colleges will confer junior status on any student earning an associate of science or associate of arts degree from any Nebraska community college. The community colleges are involved with tech-prep programs. Work is underway to develop 2+2+2 programs. Various campuses of the University of Nebraska have selected articulation agreements in the areas of education, industrial technology, criminal justice, commercial art, electronic imagining graphics, photography, business administration, architectural drafting technology, construction engineering and health care.

Evaluation

The evaluation system will be developed in cooperation with the state departments of labor, education and economic development plus local partners. The evaluation will include the following components: public awareness; participation levels of schools and students; students participating in job shadowing, career selection and achievement of basic skills; percentage earning high school diploma or equivalent; percentage participating in structured work-based learning, going on to postsecondary education or apprenticeship and earning credentials for both academic and occupational skill mastery; and the number of employers involved in providing work-based learning opportunities. The School-to-Work project director will manage a centralized reporting system.

Special Programs

The **Rural and Metropolitan Basic Occupations (RAMBO)** program is designed to help low-income people find training. This is a consortium of employers, government, educators and non-profit agencies. Average family income of a RAMBO student before entry is $5,200; projected income for a RAMBO graduate is $17,000. All graduates from last year's program are successfully employed.

Leading business executives from Nebraska companies have been selected to serve as special envoys to the governor to assist with economic development as **Nebraska Diplomats**. These diplomats conduct a separate sphere of promotional and marketing activity; they have become the state's largest economic development organization.

School-to-Work of Lincoln is a comprehensive partnership among the Lincoln public schools, the mayor's office, the city of Lincoln, the Job Partnership Training Act, the Lincoln Chamber of Commerce, the Lincoln Partnership for Economic Development and the Lincoln Private Industry Council and School-to-Work of Lincoln. It will ultimately involve all students in all Lincoln public schools, from K through secondary education and beyond. Students will select career majors and develop an education and training plan that will include applied academic courses and work experience. While receiving a direct federal grant in 1996, the Lincoln program will be included in the state's implementation plan and future state funding for 1997.

Notes

Local school districts are autonomous, including setting their own graduation requirements. Nebraska students rank among the top 5th or 6th percentile on ACT and SAT scores. The state has an 85.5% high school graduation rate.

Nebraska is one of 12 states federally funded to support transition services for students with disabilities.

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Source

Alliance for Learning, State of Nebraska Application for a Statewide School-to-Work System Implementation Grant, June 15, 1995.

NEVADA

Overview

Nevada has passed the comprehensive Nevada School-to-Work Transition Program (AB 303), which requires the State Board of Education to adopt a School-to-Work program and provides money for the purpose. There has been considerable state economic planning, which has included education reform. The foundation for Nevada's plan is the Nevada Business Plan for Education (1990), developed by business and industry. The plan stresses accountability and responsiveness to students, workers, employees and citizens. Implementation of the plan began in 1991.

Education Practices

The state of Nevada will develop a plan to provide youth and adult learners with the knowledge and skills necessary to ensure that business and industry can compete successfully in a global economy.

The state plans to establish a **Standards Review Committee** composed of members of the teaching, learning, standards and assessment state planning team, parents, legislators, educators, business, industry and labor representatives and students to develop standards and assessment aligned with content standards.

Nevada's **Career and Occupational Guidance and Counseling Course of Study** supports personal and social development, career development and educational and occupational development in grades 7 through 12. An introduction to technology course is offered in middle school, focusing on math, science and communications.

Legislation, Executive Orders, Policies, Studies

1995 **Assembly Bill 303** appropriates $4 million for 1996–97 to implement School-to-Work transition programs and requires the State Board of Education to provide funds to develop School-to-Work transition programs in all 17 school districts and four community colleges. Las Vegas and Reno chambers of commerce endorse this bill, along with major Nevada industry. The bill calls for career exploration and guidance starting in middle school, high academic standards, strengthened tech prep, skill certificates, programs for postsecondary placement or job training in 12th grade, staff development for teachers and employees and partnerships with business.

Assembly Bill 69 (to be enacted fiscal year 1996) provides a tax incentive for employers participating in School-to-Work programs; any business employing a student in a work-based program may exclude the number of hours worked in that quarter, plus one full- or part-time employee for calculating the number of employee hours subject to the state's quarterly business tax.

Nevada 2000 Comprehensive State Improvement Plan calls for connected education pathways from pre-kindergarten to the workforce and calls for a standards review committee. The bill creates seven planning teams to develop the key elements for school improvement and educational reform. One team is assigned to coordinate School-to-Work efforts with the state improvement plan.

1994 **Changing the Foundations of School-to-Work Transition in Nevada,** prepared by the State Council on Occupational Education, recommends that the State Plan for Occupational Education, the School-to-Work Opportunities Act and Nevada 2000 be used in reforming education.

1992 **Focus 2000—Nevada's Plan for Economic Diversification and Development** adopts 11 goals including development of an education system and a labor force to sustain the state's needs.

1991 Governor Bob Miller convenes the **Nevada Workforce Group** to discuss strategies to improve coordination among the human resource development organizations and enhance Nevada's workforce. The group is composed of the chairs of the Commission on Economic Development, State Board of Education, Employment Security Advisory Council, Vocational Rehabilitation Advisory Board, University of Nevada and Community College System Board of Regents, State Welfare Board and the Library and Literacy Board.

1990 **Nevada Business Plan for Education** is developed and approved by the State Board of Education/State Board for Occupational Education. The plan promotes three major goals: integrating academic and applied learning, maximizing educational opportunities for all and motivating students to understand the connection between skills learned in school and those required in the workplace.

Coordinating Structure

The overall umbrella group is the Nevada Workforce Group appointed by the governor. Oversight and governance rests with the Nevada workforce agencies, composed of the Commission on Economic Development; the Department of Education; the State Industrial Insurance System; Department of Employment, Training and Rehabilitation; Department of Information Services; State Library and Archives; State Occupational Information

Coordinating Committee; Commission on Postsecondary Education; University and Community College System of Nevada; governor's liaison; and the Welfare Division of the Department of Human Services.

Local administration and programming is provided by four regional partnerships, based on the service delivery area of the four community colleges and tech-prep consortia, which have been awarded development grants. They will oversee regional efforts for planning, program development and coordination.

Higher Education

The University and Community College System Boards of Regents are represented on the Nevada Workforce Group. All four community colleges have established articulation agreements with each of Nevada's 16 school districts with secondary programs. The four community colleges are currently collaborating regarding the transferability of tech-prep credits. The state plans to blend academic and vocational courses in a structured and focused program equivalent to a "college prep" course.

Evaluation

Nevada will build on existing systems to measure student progress, expanded school district exit documents for tech-prep, career-path implementation in schools and development of a tracking system of all students. New data collection will be added to show student career selection, work-based teaming, transfer to postsecondary education and employment, *etc.* During the first two years of implementation, formal reviews will be conducted every six months and annually thereafter. All local partnerships will report annually on their performance in comparison with state and regional benchmarks and performance standards.

Special Programs

Nevada has one registered youth apprenticeship program in the automotive area. Other programs are currently being discussed across the state. At present, there are over 72 registered apprenticeship and training programs for persons over 18 years of age.

Notes

The state's School-to-Work subgrantees were recognized by the U.S. Department of Education Region IX Office as a model for rolling out federal allocations to local regions to support planning activities and program development.

Nevada is part of the Center for Occupational Research and Design project, "An Integrated System for Workforce Education" designed to build a cohesive curriculum that includes applied and worksite teaming, career development, skill and academic standards and occupational clusters.

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Source

State of Nevada's School-to-Work Transition System, June 1995.

NEW HAMPSHIRE

Overview

Building on a tradition of independence and local autonomy, New Hampshire's implementation plan is built on a statewide policy framework based on collaboration among local, regional and state leadership teams; an implementation strategy based on "readiness"; and a strong base of technical assistance. The governor's office, economic development, education, the community and technical college system, employment security and business and industry leaders have begun development of an integrated Workforce Development System for the state. This system will feature School to Work as the first step in developing the state's human resources. A combination of strong business and industry involvement and strategic reorganization of educational structures and delivery systems has created a strong foundation for a statewide system of School to Work. New Hampshire received $2.125 million in 1995 under the School-to-Work Opportunities Act.

Education Practices

New Hampshire's vision for School to Work is to *link school-based and work-based education to create and maintain learning opportunities which prepare all individuals to meet the challenges of a dynamic workplace.*

Stakeholder representatives from the six regional partnerships have developed eight design priorities:

- High academic and skill standards certified by a Certificate of Initial Mastery at the 10th grade, an individual skills and competencies profile at the 12th grade and a certificate of advanced mastery at the postsecondary level
- Career awareness, guidance and counseling K through grade 12
- Paid work experience for all students
- Academic content and applied learning opportunities across all subject areas and curriculum levels through postsecondary education

- Career clusters during secondary education (the development of these is being led by the Business and Industry Association and is being field tested)

- Career pathways to serve as learning contexts

- Individual career plans for all students that identify a coherent sequence of courses and lead to further education and training

- A peer-learning strategy based on local practitioners and peer leaders throughout the state to provide technical assistance to local partnerships.

The state's systemic education reform includes the development of curriculum frameworks and an assessment system that defines what students should know and be able to do at the completion of grades 3, 6 and 10. The state has produced a resource guide, *High Standards for All Students: Opportunities and Challenges,* which discusses the relationship between skill standards and the curriculum frameworks.

A **Skills Standards Development Committee** has been established to determine how 10th grade assessment can be revised or expanded in developing the set of skills criteria leading to a certificate of initial proficiency. The committee is composed of educators, labor representatives and members of business and industry drawn from the state School-to-Work leadership and from the Southern Tier partnership teams.

The statewide **Opportunities Awareness Program/Jobs for New Hampshire's Graduates** program, based on the Jobs for America's Graduates model, targets high-risk, in-school students for academic remediation, esteem building, career exploration, job search and vocational experience.

Legislation, Executive Orders, Policies, Studies

1995 Governor Steve Merrill announces the merger of the Technical College System and the New Hampshire Job Training Council. This consolidation is designed to enhance the efficiency and effectiveness of career planning, assessment and counseling, job training and education services integral to School to Work.

The Business and Industries Association conducts a poll that reveals that 64% of surveyed businesses believe fundamental change is needed in public education.

A joint Senate-House Committee on Education holds hearings on School to Work and expresses support for the initiatives.

1994 A study is conducted to determine the economic conditions of the state and employment patterns of New Hampshire youth. The study recommends that the state better integrate the youth labor market with the "real" market by offering work-based learning opportunities, developing career ladders, increasing the skill and training content of traditional youth jobs and promoting more focused career awareness and exploration.

1993 The legislature passes RSA:193-C, which establishes the state's curriculum frameworks and assessment system for elementary and secondary education. The legislation defines what students should know and be able to do in math, science, language arts and social studies at the completion of grades 3, 6 and 10.

The New Hampshire Business and Industry Association releases the report, *What Students Should Know and Be Able to Do.*

Governor Merrill establishes a task force on School-to-Work transition.

1989 The legislature enacts NH Law RSA:186-69, the **New Hampshire School Improvement Program**, spearheaded by the Business Roundtable on Education, the New Hampshire Charitable Foundation and individual employers.

Coordinating Structure

The governor has sponsored the creation of the New Hampshire Workforce Development Council, made up of key stakeholders committed to designing and implementing a workforce development plan for the state. Membership includes the governor's legal counsel and the commissioners of education, community technical colleges, employment security, economic development, job training and welfare. This council will provide broad oversight for workforce development activities in the state, including School to Work.

The state School-to-Work team is a multi-organization governing board composed of the commissioners of the Department of Education and of the community technical colleges, the executive director of the New Hampshire Job Training Council and representatives from the Public Service Company (the state's largest utility), the New Hampshire Business and Industries Association (the largest trade association and the founder of the New Hampshire Business Roundtable on Education), the New Hampshire Education Association, the AFL-CIO and regional School-to-Work leaders. The team is responsible for leadership, implementation and evaluation of School-to-Work programs in the state.

The State School-to-Work Office, under the guidance of the team, is responsible for technical assistance, credentialing, marketing and outreach until local partnerships are able to assume the responsibilities.

Implementation Strategy

New Hampshire is divided into six regions, each with a regional team composed of representatives from constituent partnerships called School-to-Work communities. A School-to-Work community consists of one or more geographical areas containing at least one school, parents, teachers, labor and front-line workers that have entered into an approved partnership with business and industry and one or more postsecondary institutions in the region. Existing tech-prep advisory committees have been merged with School-to-Work teams.

In each of the six regions, more than 100 volunteers (business and industry, community-based organizations, employment services, employment and training, students and parents, legislators and interested citizens) meet regularly to assess local needs, design local strategies and recommend implementation strategies.

Local partnerships are funded for three years and must be prepared to continue to operate the program starting in the fourth year. Requests from local teams for assistance are coordinated through a toll free number, an electronic bulletin board and the Internet, including a World Wide Web site.

Higher Education

The community and technical colleges system is restructuring the curriculum to include competencies into curricula and degree requirements. The state's national pilot project (under the Department of Community and Technical Colleges and FIPSE) is developing skill standards for two-year programs that will be integrated with School-to-Work skill standards initiatives. Skill standards are being pilot tested in the areas of biotechnology, electronics, human services and automotive technologies. The project will provide a performance-based assessment model for developing and awarding certificates of advanced mastery.

The technical colleges also are collaborating with the AFL-CIO, AFT, NEA, the Business and Industry Association, the U.S. Department of Education and the Institute on Disabilities to design mentor training models.

Learning resource centers in the technical colleges have been transformed into career centers to provide one-stop shopping for youth and adults across the state.

Evaluation

The state School-to-Work team will use an outside contractor for ongoing assessment and yearly formal evaluation. The evaluation plan will include ongoing monitoring, review and analysis of performance at the state, regional and local levels against system performance goals and objectives. The state will develop an information system to serve as a clearinghouse for information and best practices and models.

The success of local partnerships will be measured by their success in developing linkages, involving all youth and achievement of competencies and performance measures.

Special Programs

The Central School-to-Work Partnership has included employment search, interviewing, resume writing, worksite visitations and job shadowing in the English curriculum at local high schools.

One high school in the Eastern Regional Partnership is developing a national model for school-based/work-based curriculum redesign that includes team teaching, mentorships, contextual learning, service learning and block scheduling.

The Western Regional Partnership is developing its business connection through the immersion of teachers in business and through businesses in the schools. Teachers are working in hospital administration, manufacturing, laboratories, research facilities and outdoor education.

Notes

One of New Hampshire's regional communities, the Southern Tier, was one of 15 sites to receive a federal implementation grant.

In 1992, the State Department of Education dismantled divisions and bureaus organized around federal funding streams and reorganized its staff along the functional needs of school districts. As a result, educational professionals in vocational, compensatory and special education are integrated with content specialists.

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Source

Building Learning Communities: New Hampshire's State Plan for Implementing School-to-Work, June 19, 1995.

NEW JERSEY

Overview

New Jersey was one of the eight first implementation states under the School-to-Work Opportunities Act. School to Work in the state is part of the overall state master plan for workforce development and is aimed at fundamentally changing how students are prepared for work. New Jersey's initiatives in providing applied learning opportunities include two- and four-year campuses. The state will decide whether to pass comprehensive School-to-Work legislation only after piloting several models. Tech prep has been expanded and three programs developed: youth apprenticeship, youth transitions to work and transition from school to adult life for youth with disabilities. The state is planning for a system of one-stop career centers.

Education Practices

Graduates of New Jersey's public secondary and postsecondary educational systems have the option of obtaining proficiency portfolios or credentials based on the five competencies and three foundation skills outlined in the SCANS report. A new transcript process, **Worklink**, is being use to document student achievement, including **Career Development Portfolios**.

The **High School Proficiency Test,** required for graduation, is a comprehensive test taken in the 11th grade. State experience shows that 25% of 11th graders need additional assistance in order to pass the test. An **Early Warning Test** is given in the 8th grade.

Career competencies for occupational programs are being developed by teams of employers and workers in each occupation using a modified DACUM method. New Jersey is a member of the Vocational Education Consortium of the States and has been sharing and updating skill standards with other states. Starting in 1992, program completers are required to take an industry-endorsed licensing/credentialing exam.

The state's **Performance Measures and Standards** document requires program graduates to take an industry-sanctioned licensing or certificate examination at the conclusion of their programs. The state intends to issue certificates and to expand their use in all occupational programs.

Starting in elementary school, students develop self-awareness and the nature of careers and technology. With the help of teachers and parents, 6th graders assess personal aptitudes, abilities and career interests. In grades 7 and 8, students set career-oriented goals and develop four-year career plans for grades 9 through 12. During high school, applied curricula tie what is being learned to the workplace. At the end of grade 10, students have the option of job shadowing, worksite experience and/or mentoring designed to lead to their choice of postsecondary education programs.

Both the Automated Labor EXchange, which provides information on current job openings in New Jersey and other states and the Career Information System (CIDS), which provides information on occupational skills needed for specific jobs, are combined in the touchscreen automated system, "Jobs Plus."

"Improve Career Decision Making" workshops are sponsored by the State Employment and Training Commission and the New Jersey Occupational Information Coordinating Committee (NJOICC) for school counselors and teachers. NOIJCC also has developed a system for providing county-based labor market information and training to stakeholders in the School-to-Work system.

Legislation, Executive Orders, Policies, Studies

1993 **New Jersey's Youth Apprenticeship Policy** is adopted. Ten pilot programs are put in place 1993–94.

The **Youth Transitions to Work Partnership Act** is passed to encourage linkages between secondary schools, postsecondary schools and the registered apprenticeship programs. The program is administered through the New Jersey Apprenticeship Policy Committee, which includes representatives from the departments of education and labor, the federal Bureau of Apprenticeship and Training and the state AFL-CIO.

Through a five-year federal grant, the **New Jersey Partnership for Transition from School to Adult Life for Youth with Disabilities** is formed.

1991 The **Unified State Plan for New Jersey's Workforce Readiness System** is adopted to provide leadership for system change for the state's workforce readiness system.

The governor signs **Executive Order 28**, making New Jersey the first state to integrate its **State Council on Vocational Education (COVE)** with the State Employment and Training Commission.

1990 **P.L. 1989, Chapter 293** establishes the **State Employment and Training Commission**, which reports to the governor. The commission is charged to "develop and assist in the implementation of a state employment and training policy with the goal of creating a coherent, integrated system of employment and training programs and services, which, in concert with the efforts of the private sector, will provide each citizen of the state with equal access to the learning opportunities needed to attain and maintain high levels of productivity and earning power."

1988 The Board of Education mandates the development of occupational competencies for all occupational programs.

Coordinating Structure

Key state departments are represented on the **Executive Branch Work Group**, which coordinates policies and programs at the state level. The group includes representatives from commerce, economic development, community affairs, education, human services and labor and higher education.

The 34-member **State Employment and Training Commission (SETC)** includes representatives from the private sector and government, including the commissioners of the departments represented on the Executive Branch Work Group. The **Institute for Staff Development**, housed within SETC, has the responsibility for training practitioners throughout the School-to-Work system.

Implementation Strategy

A growing number of local **Workforce Investment Boards** function as substate decisionmaking bodies. The boards, which may encompass one or more counties, determine the geographic areas to be served by School-to-Work partnerships and have responsibility for coordinating, setting priorities and recommending resource utilization for local workforce readiness systems. The boards collaborate, drawing upon the resources of all members (private business, community organizations, chambers of commerce, the Job Training Partnership Act, Perkins, Adult Literacy, *etc.*) but do not operate any programs. Member groups retain separate funding, coordinated overall by the Executive Branch Work Group.

Higher Education

The state plans to expand 2+2 (high school+two-year college) technical programs so that students can be both employees and students, not only in the final two years of high school but through the initial years of post-high school. A pilot project in allied health establishes a direct link between high schools, county vocational schools, community colleges and the

University of Medicine and Dentistry of New Jersey. Students can pursue a lifelong career in allied health while having stop-in and stop-out opportunities.

Higher education provides occupational information for use in the schools.

Thomas Edison State College has developed credit recognition for work-based learning at the postsecondary level.

The University of Medicine and Dentistry of New Jersey is providing advocacy, training and teamwork skills for programs serving youth with disabilities.

The University of Medicine and Dentistry, the New Jersey Institute of Technology and Stevens Institute and other postsecondary institutions provide training for current School-to-Work programs.

Evaluation

The state will use internal and external reviews. Internally, offices will monitor activity, collect and analyze data and prepare reports. Data will be collected in such areas as participant characteristics, staff involvement, course and curricular information, pre-tests and post-tests and costs. Formal evaluation reports will be issued at specified intervals.

The external review will result from a competitive bid. Reviewers will work with data provided by internal reports, augmented by site visits.

Special Programs

New Jersey has received a $500,000 grant to develop a Technical Assistive Resource Program. Three centers have been established in the northern, southern and central parts of the state. A fourth site is a recycling center that is recycling adaptive equipment.

Notes

The Education Testing Service is an education partner within the state, committed to building education-business alliances within the state.

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Source

From Learning to Earning: New Jersey's School-to-Work Opportunities Implementation Proposal, 1995.

NEW MEXICO

Overview

Numerous School-to-Work initiatives historically have been undertaken in the state. These initiatives exist at the secondary and postsecondary levels. New Mexico has been involved with school restructuring efforts for the past five years and now is challenged to bring together these many efforts into a coherent system that serves all students. New Mexico's System for Employability (1992) provides the framework for student achievement in applied basics, career awareness and academics for all students.

Education Practices

New Mexico has developed a vision statement for School to Work:

> *New Mexico will create and sustain a partnership among business, communities, labor and education that enables all students to reach their career potential through academic, occupational, employability and technical skills needed to make informed career choices. This will be accomplished through a life-long cycle of education, training and work.*

Tech prep has been widely successful in New Mexico and four career academies are being piloted.

The **New Mexico Students' Assessment Blueprint 2000 Project** provides for a system to assess students as they progress through their public schooling. Career awareness and exploration is assessed beginning at the 6th grade; employability and personal portfolios at the 9th. In the 10th grade, a high school competency exam is given to determine a student's initial mastery of academics and employability.

The steering committee envisioned a prototype three-tiered system for awarding skill certificates for specific job skills.

Legislation, Executive Orders, Policies, Studies

1995 Incoming Governor Gary Johnson reorganizes the steering committee into the **School-to-Work Advisory Board** with responsibility for policy development, facilitation of integration and promotion of partnerships. This board hires the state coordinator. This board includes the governor, plus the secretaries of labor, economic development, finance and administration; state superintendent; education policy adviser; executive director of the commission on higher education; a legislative liaison; and five private sector representatives.

The **Post-Secondary Education Articulation Act** authorizes the New Mexico Commission on Higher Education to establish and maintain a statewide plan for transfers.

1994 A **Partnership Proclamation** for School-to-Work transition is formally signed by the key partners who agree to participate in planning and implementation.

The steering committee identifies governance, linkages, connecting activities, instructional methodologies, skill standards, postsecondary involvement and workforce projections as areas of focus. Tactical teams are assigned to each.

The **School-to-Work Steering Committee** is appointed by then Governor King. The committee includes members from the governor's office; private industry; national laboratories (Los Alamos); state departments of education, labor and economic development; small business; organized labor; the commission on higher education; the handicapped; postsecondary schools; Native American tribes; and public school administration.

The **Systemic Change in Education Advisory Committee** is appointed jointly by the governor and the state superintendent of education for the purpose of bringing coherence and direction to systems' change initiatives.

The **Working to Learn** program is passed, providing small businesses with matching funds to employ co-op students. Qualified businesses may be reimbursed for up to 50% of student wages.

CIRCLE of Life is created to serve students with disabilities.

1992 **Standards for Excellence** is established by the Board of Education to indicate how schools will be accountable for defining, addressing and evaluating educational outcomes for all students.

Student Competency Frameworks are developed by which students can attain the outcomes in Standards for Excellence.

The **System for Employability** is endorsed by the State Board of Education. This is a comprehensive School-to-Work measure calling for academic and workplace skills for all students.

Consolidating Initiatives for Tomorrow's Education: A Student-Centered Framework for System-Wide Educational Change in New Mexico represents continued refinement of the Board of Education's strategic long-range planning.

1991 The **Governor's Business Executives for Education** is established to provide a unified voice for business support of public and postsecondary education.

1990 The legislature passes a concurrent enrollment program that permits eligible secondary students to enroll in academic and vocational postsecondary classes and receive both high school and college credit.

The Industrial Development Training Act sets aside state funds to create jobs and enhance available workforce skills.

The first seniors are required to pass **the High School Competency Exam**, including writing performance in order to receive their diplomas.

The Collaborative School Improvements Act authorizes the State Board of Education to waive provisions of the public school code relating to school day, staffing patterns and instructional subject area in order to encourage collaboratively designed local school improvements.

1988 New Mexico becomes one of five states to initiate schoolhouse-to-statehouse restructuring (Re:Learning) with a focus on students becoming problem solvers, decisionmakers, team members, good communicators and knowledgeable about important issues.

Coordinating Structure

Oversight for School-to-Work initiatives is provided by the School-to-Work Advisory Board, the School-to-Work operations staff and 17 postsecondary school service areas.

Implementation Strategy

Local regional area partnerships (RAPs) are located in 17 currently existing postsecondary service areas. These are composed of multiple school districts and each has one or more postsecondary institutions. Each RAP has one or more local area partnerships, each of which is responsible for incorporating area institutions in School-to-Work plans. Each RAP also is served by a New Mexico Small Business Development Center (NMSBDC).

The community colleges, in conjunction with the NMSBDC, 21 labor service centers and the public school districts will assist with organizing local partnership committees.

Higher Education

Relations with postsecondary education are "in an embryonic stage" in the state. The Commission on Higher Education is coordinating articulation efforts through a "system development fund." Faculty from postsecondary institutions are meeting to update articulation and discuss competencies as opposed to articulation by course. Discipline instructors and teachers have been meeting.

Santa Fe Community College is developing a plan to create a partnership with the Santa Fe public school district and other community groups. The goal is a K through grade 14+ system.

All community colleges have been funded for consortia with area high schools, and 82 of the state's 124 high schools currently are involved, serving over 10,000 students.

Evaluation

New Mexico plans to hire an independent contractor to coordinate the statewide evaluation. A computerized tracking system will build on existing data sources.

The steering committee has established statewide standards to determine if systemic change is taking place: numbers of high school diplomas, certificates and GED; rate of school dropouts who return to school and earn an adult diploma or a GED; postsecondary enrollment rates; program completion certificates, diplomas, or degrees; follow-up employment and enrollment data; surveys of public opinion; employer participation; signed agreements of participation; completed assessments and inventories of student interests; and development of integrated curriculum for K through grade 16.

Special Programs

Central Public School District in Farmington has a Career Prep High School,in Shiprock that has 100 students enrolled. Students can earn a basic workforce certificate.

Santa Fe High School will require students in the class of 1999 and later to demonstrate employability skills and community service participation.

Since 1985, more than 150 businesses, agencies and organizations have joined the **Join-A-School Program** initiated by the Greater Albuquerque Chamber of Commerce and the public schools. Business people serve as tutors, mentors and business partners.

The **ECONPOLIS** program at Bernalillo Middle School permits students to run their own business, participate in the school "judicial" and "police" programs and set up and maintain their own bank.

Notes

In 1993–94, 14 tech-prep consortia involved 82 public schools.

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Source

State of New Mexico: School-to-Work Opportunities System, June 1995.

NEW YORK

Overview

Education reform in New York has been largely directed by the 1991 Board of Regents document, *A New Compact for Learning* and a 1992 governor's task force report, *Education*

That Works: Creating Career Pathways for New York State Youth. New York is capitalizing on its rich history with education and workforce preparation and converting its existing mosaic of programs, projects and activities into a statewide School-to-Work system that is a fundamental part of the educational structure in all schools. New York is building local capacity for its statewide system by providing grants to local partnerships to plan for the implementation of local School-to-Work activities. To date, 59 local partnerships have been funded. Over the remaining years of the grant, established and new partnerships will be funded to further solidify the infrastructure necessary for full-scale statewide implementation of the system. As a first round federal Implementation Grant recipient, New York was awarded a five-year, $62.5 million grant under the School-to-Work Opportunities Act of 1994.

Education Practices

New York's vision for School to Work:

> *to ensure that all high school graduates will be prepared for college, work or both and will acquire the skills and knowledge needed for employment and effective citizenship.*

To realize this vision, New York is implementing a statewide School-to-Work system which provides curriculum and instruction that integrates workforce preparation skills [such as those identified in the Secretary's Commission on Achieving Necessary Skills (SCANS)] in all curriculum areas; provides career awareness, exploration and counseling beginning at the earliest possible age; offers the opportunity for students to select a career major; provides students with general and specific skills, knowledge and experiences in all aspects of the workplace; and facilitates the entry of students into further education, training, or employment. This system is provided for all students, both in and out of school, up to the age of 24.

Curriculum Standards have been developed as guides for local schools and districts in designing curriculum and instruction. These standards are benchmarked to high-learning standards and define what students should know and be able to do in seven academic areas: math; science and technology; social studies; arts and humanities; and health, physical education; and home economics. They incorporate knowledge and skills essential to students' future success in the workplace.

As one of the seven curriculum standards, the **Career Development and Occupational Studies Framework** provides a framework for the development of a system that will deliver career planning, integrated learning and basic life and work skills for all students in all academic disciplines. It also provides a foundation for instruction that focuses on specific career knowledge and skills leading to direct employment and/or continuing study in a postsecondary program.

Career Major Panels, consisting of representatives from business, secondary and postsecondary education, apprenticeships and vocational rehabilitation, are being developed in six areas: business/information systems; health services; engineering/technologies; human and public services; natural and agricultural sciences; and arts/humanities. Panels are responsible for monitoring the development of national skill standards and identifying instructional models and postsecondary linkages.

Competitive Incentive Grants were awarded to assist local partnerships to implement activities in five School-to-Work areas: increasing employer involvement; linking with the State Department of Labor's labor market and career-development databases; bringing itinerant counselors into elementary schools on a shared-service basis; increasing the coordination of resources and services for in-school and out-of-school students; and expanding mentoring programs for elementary and middle school students.

A manual entitled, *Work-based Learning: A Resource Guide for Change*, was completed to assist local partnerships in developing and implementing effective work-based learning experiences for students.

A comprehensive statewide plan for staff and curriculum development has been completed and ongoing regional and statewide **staff development and technical assistance workshops** are being held. These workshops are assisting local partners in implementing comprehensive local School-to-Work systems. Existing staff development networks are being funded to provide ongoing assistance to teachers, counselors, administrators, parents, employers, union members, postsecondary teachers and other constituencies.

Legislation, Executive Orders, Policies, Studies

1994 The state legislature appropriates $3.75 million to support the development and implementation of a **Workforce Preparation System Grant Program**. Thirty-seven projects are funded to develop one or more of six key elements of a workforce preparation system.

1993 The Board of Regents, with the support of the governor, establishes a **Workforce Preparation Pilot Program**. The state legislature authorizes $650,000 to fund 12 pilot sites that will develop one or more of six key elements of an integrated approach to preparing youth for the workforce.

1992 The Governor's Career Pathways Task Force produces a report, *Education That Works: Creating Career Pathways for New York State Youth*, which contains 11 recommendations that serve as the foundation for New York's reform efforts. This report also includes six key elements of an integrated approach to workforce preparation, namely: integrating essential elements and dispositions into the curriculum; setting higher level and world class standards; providing multiple opportunities for all students; implementing performance-based assessment; introducing students to work; and integrating career development into the K through grade 12 program.

The New York State Curriculum and Assessment Council is appointed by the Board of Regents and Commissioner of Education to propose integrated curriculum, instruction and assessment strategies. In October 1992, the council issues an interim report, **Building a Learning-Centered Curriculum for Learner-Centered Schools**, which recommends that desired learning goals be defined in terms of high content and performance standards and that curriculum frameworks be developed that describe what all students should know, understand and be able to do. Later that year, the council creates seven curriculum committees and also calls for basic workplace skills to be woven into all curriculum frameworks.

1991 **A New Compact for Learning** is adopted by the Board of Regents. The compact includes eight strategic objectives, two of which are driving forces behind the state's School-to-Work initiative: all high school students will be prepared for college, work, or both; and all students will acquire the skills and knowledge needed for employment and effective citizenship. The compact calls for uniting the whole community in a cooperative endeavor to achieve these strategic objectives and educate all students.

Coordinating Structure

The **State's School-to-Work Advisory Council** establishes policy and provides leadership for the development and implementation of the statewide School-to-Work system. It is a broad-based group composed of representatives from the governor's office, the state legislature, the state departments of education and labor, the division for youth, the Job Training Partnership Council, teachers, parents, school administrators, employers, organized labor, private industry councils and community organizations. The advisory council is co-chaired by representatives of education and the governor's office. Its broad constituency reflects New York's strong commitment to involving all community partners in a cooperative endeavor to transform the educational experience and raise standards for all students in New York. The council convenes bi-monthly meetings which are often held in conjunction with a site visit to a local partnership.

The **State Education Department** is the fiscal and administrative agent for the Implementation Grant. Members of the office of workforce preparation and continuing education's School-to-Work team manage all phases of the initiative, including developing requests for proposals for funding local partnerships; coordinating the rating, review and selection of local partnerships; providing technical assistance to local partnerships; and integrating School-to-Work activities into other existing reform initiatives.

Other **state-level partners** contribute staff time and resources to assist in such activities as increasing the involvement of business and industry, providing staff development and technical assistance workshops and implementing career major panels.

Implementation Strategy

Rather than using existing structures or entities, New York opted to allow local partnerships to define their own geographic boundaries and membership. This strategy was selected to build both on the rich and extensive array of networks and services which currently exist and allow localities maximum flexibility in determining how to most effectively provide local School-to-Work activities.

Partnerships must include at least one representative from each of the six partners required under federal statute. New York has added parents and representatives of private industry councils or service delivery areas as required partners to further involve parents and the business community.

To date, 59 local partnerships have been funded. They have actively involved more than 3,000 individuals: 728 employers, 740 school administrators, 192 representatives from postsecondary institutions, 388 teachers and counselors, 214 students, 131 parents, 81 private industry councils and 480 representatives from other organizations. These partnerships already have had a significant impact on the education of over 400,000 students.

Higher Education

The school-based learning activities are being expanded to include curriculum and staff development activities aimed at **integrating college entrance competencies**.

A **College Transition Course** is being pilot-tested in 15 schools by the State University of New York (SUNY). The course is designed to facilitate the transition of students into the postsecondary environment.

SUNY is coordinating a statewide task force that is developing and testing an **Alternative Transcript** to credential non-traditional student achievement. This will enable colleges to effectively evaluate the skills attained from work experiences and vocationally oriented high school programs.

Models for including a School-to-Work component in the **postsecondary teacher preparation sources** are being developed, tested and evaluated by Syracuse University, Office of Professional Development. The University will work cooperatively with LeMoyne College and the State University Colleges at Cortland and Oswego.

Evaluation

Under the direction of the State Education Department, the Westchester Institute for Human Services Research will conduct an evaluation of the statewide School-to-Work system. The evaluation will examine both the system and student results which have occurred through implementing the statewide system. Highlights of the evaluation include the development of an **Indicator System** to guide the collection and analysis of system and student data from multiple quantitative and qualitative data sources, and a 12th Grade Cohort Study which will compare data from 2,000 students participating in School-to-Work activities against data reported on a national sample of 12th graders through the National Educational Longitudinal Study.

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NORTH CAROLINA

Overview

North Carolina's School-to-Work initiative is organized as part of a statewide commitment to workforce preparation and development. The Commission on Workforce Preparedness, established by executive order, is also the state's Human Resource Investment Council. North Carolina's School-to-Work system, JobReady, includes strategies for educational reform, a comprehensive economic strategy, lifelong learning and decentralized school management through local partnerships. The state also is implementing one-stop career centers through a federal one-stop implementation grant.

Education Practices

The vision of North Carolina's School-to-Work initiative, **JobReady**, is:

> *to offer every student a clearly identifiable, accessible and attractive career pathway.*

In October 1994, the state established the **North Carolina Workforce Development Institute**, which provides professional development and training to the state. Services are offered to workforce development professionals, including frontline workers, managers and private sector volunteers, leading to a credentialing and certification process.

North Carolina has had curriculum frameworks since 1990 in computer skills, English, language arts, healthful living, information skills, mathematics, science, social studies and vocational education. This framework is called the **Standard Course of Study** and outlines what students in K through grade 12 should know and be able to do.

End of Course Tests are administered for biology, physics, English I, algebra, geometry, U.S. history, physical science and economic, legal and political systems. A state report card system tracks student progress as well as that of districts and schools.

Teacher training is provided through teacher academies, the **North Carolina Center for the Advancement of Teaching**, the **North Carolina Writing Project** and the **National Board for Professional Teaching Standards**, chaired by Governor James Hunt. The **Professional**

Teaching Standards Commission, chaired by the superintendent of education, sets guidelines for ongoing professional development.

Legislation, Executive Orders, Policies, Studies

1995 The **Governor's Commission on Workforce Preparedness** issues *Building a High Performance Workplace: 1995–97 Strategic Directions for North Carolina*. The commission emphasizes the need for "retooling the existing workforce, preparing the emerging workforce and building the workforce system infrastructure." The report calls for "a new compact between employers and workers" for shared responsibility in skill-development, training and retraining. The commission recommends:

- Strengthening the community colleges, expanding literacy programs and apprenticeships and reforming the welfare system to encourage independence
- Developing a comprehensive School-to-Work transition system for all students
- Establishing a statewide network of one-stop centers and establishing comprehensive performance skill standards.

The **North Carolina Education Standards and Accountability Commission** is created to "develop high and clearly defined education standards for the public schools of North Carolina. These standards shall specify the skills and knowledge that high school graduates should possess in order to be competitive in the modern economy. The purpose of the commission also is to develop fair and valid assessments to assure that high school graduates in North Carolina meet these standards." This commission is charged to work with the Economic Development Board and the Governor's Commission on Workforce Preparedness.

After statewide consultation, the Education Standards and Accountability Commission makes five recommendations to the Board of Education:

- Adopt six competency areas: communication, using numbers and data, problem solving, processing information, teamwork and using technology
- Adopt 10 essential skills in which graduates must demonstrate their ability: reading, writing, speaking, listening, observing, using numbers and data, critical thinking, creative thinking, problem solving and working as a member of a team
- Develop broad, general curriculum structures for such areas as communication, including literature, mathematics, science, history and geography and the arts
- Designate grades 4, 8, 10 and 12 as benchmark years and require an individualized plan of study with intervention strategies for students who do not meet performance standards

- Drop the general studies curriculum, adopt college tech-prep and college-prep curricula and provide for the development of career development plans for every student.

The Economic Development Board issues the *Comprehensive Strategic Economic Development Plan*. The board's Workforce and Education Committee is to work with the Governor's Commission on Workforce Preparedness to coordinate workforce and economic development.

The Governor's Commission on Workforce Preparedness receives a $3.8 million implementation grant for one-stop career centers and a $5 million implementation grant for School to Work.

1994 The **Technology Plan for North Carolina Public Schools** identifies the technologies needed in every classroom. A state information highway networks telephones, computers and televisions with schools, community colleges, universities, libraries, medical centers and government offices.

1993 Governor Hunt issues **Executive Order 4**, which creates the **Governor's Commission on Workforce Preparedness** to "establish and guide a world class workforce development system for North Carolina . . . [that is] comprehensive, integrated, relevant and effective . . . [to] produce well-educated, highly skilled workers who perform at high levels and work in economically viable enterprises that provide good jobs at good wages." This commission builds upon work started by a commission appointed by former Governor Martin. Executive Order 4 directs the commission, among other things, to advise the governor and other state leaders on policies and programs to enhance the workforce, coordinate workforce preparation programs and to create an **Interagency Coordinating Council**.

The governor establishes the **Commission for a Competitive North Carolina** to establish a long-term comprehensive vision for workforce development. The commission is charged with identifying benchmarks and indicators.

1989 The **North Carolina School Improvement and Accountability Act of 1989** gives schools greater flexibility and waivers from state laws, while making them accountable for student performance.

Coordinating Structure

The Governor's Commission on Workforce Preparation is designated as the state's **Human Resource Investment Council** and, as such, has responsibilities previously held by the State Advisory Council on Vocational and Applied Technology Education, the State Job Training Council and the State Council for Basic Skills and Literacy. The commission is a 40-member board, which includes membership from the private sector, heads of state departments responsible for workforce development programs and representatives of organized labor, community organizations and education agencies. It is chaired by a member of the private sector.

The commission has formed a **steering committee** made up of state and local agency representation, private sector representatives, the North Carolina Association of County Commissioners and the North Carolina League of Municipalities. This committee is planning for statewide one-stop career centers.

The commission also has created six task forces: School to Work, literacy, high-performance workplace, welfare reform, program committee and older workers. A state JobReady Partnership Council, operating under the auspices of the commission, makes policy and funding decisions for JobReady.

The **School-to-Work Task Force** had the responsibility for developing and implementing **JobReady**, the state's School-to-Work initiative. The task force had four work groups: career counseling, career majors/skill standards, business involvement and work-based learning. Upon receiving the implementation grant, the task force permanently adjourned. It was replaced by the State JobReady Partnership Council.

The **Literacy Task Force** presented its final report to the commission in 1994. The principal recommendations are establishing local literacy consortia, increased accountability including a common tracking system and strengthened staff development.

The **High Performance Workplace Task Force** surveyed businesses and found that respondents were not heavily involved with work-based training (*e.g.*, mentoring, youth apprenticeships). Only about 14% rated it as very important. Instead, respondents were more likely to be "hosting visits to the workplace" and involved in "the summer jobs program." The task force is considering the possibility of tax incentives to foster more business involvement.

The **Welfare Reform Task Force** included business and civic leaders, educators, social service professionals and welfare recipients. In its 1994 final report, the task force recommended that welfare recipients become engaged in: work or work-related activities by the end of the 12th week after system entry; the establishment of contracts between recipients and the service delivery office; the availability of education and training; incentives to work; and emphasis on prevention.

The **Program Committee** assisted the commission in creating an integrated, comprehensive workforce system. The committee has a strong voice in planning for one-stop career centers and the development of a comprehensive common performance management system.

The **Older Workers Task Force**, a joint effort by the commission and the Division of Aging was appointed in May 1995. It is to make recommendations to the governor in June 1996 regarding older worker issues.

The **Interagency Coordinating Council** builds collaboration among senior managers from state agencies responsible for workforce programs.

Implementation Strategy

Plans call for the state to continue implementation through tech-prep consortia/community college service areas. The local partnerships must have approval of the workforce development boards. One-stop career centers will be managed through the boards.

Higher Education

The North Carolina community college system is the primary postsecondary catalyst for JobReady. A variety of paths guides students from high school into the community colleges and the workforce. The colleges are key resources for the one-stop career centers. JobReady is beginning to involve four-year universities as well.

Evaluation

Executive Order 4 charged the commission with evaluating the state's workforce preparation programs. North Carolina joined with five other states in a National Governors' Association project to develop a common approach to performance management. The project is being designed by an interagency team from all participating agencies: the Employment Security Commission, the Division of Employment and Training (under the Job Training Partnership Act (JTPA)), Division of Vocational Rehabilitation, the Department of the Community Colleges, Department of Labor, Department of Public Instruction, Division of Social Services (JOBS), Division of Services for the Blind, Division of Aging, the Standards and Accountability Commission and the Office of State Policy and Planning. The program is developing measures to track outcomes for adults and youth who enter workforce preparation programs.

A set of performance measures has been established for JobReady. These include access measures (*e.g.*, numbers of students, increases in participation rates); progress measures, including gains in mastery in academic skills, in occupational skills and in postsecondary degrees; and success or outcome measures, including long-term employer satisfaction and student placement in employment or further education.

Special Programs

The Davidson County Partnership for Success has three sites, linking JTPA programs, JOBS, welfare, Davidson County Community College and the local employment service office. The partnership seeks "a merger of programs, philosophy and resources for the unemployed, underemployed and public assistance recipients."

The Mideast Commission Private Industry Council is developing a project to electronically link major workforce development agencies in Beaufort County. It focuses on blended in-take, assessment and referral to services and is based on sharing of information about clients and jobs.

In Whiteville, Southeastern Community College is providing one-stop service to a sparsely populated geographic area. In addition, five other sites have received implementation funding for one-stop career centers.

Notes

In October 1994, the governor's commission, in conjunction with the German Marshall Fund and the National Alliance of Business, sponsored the North Carolina European-American Youth Apprenticeship Symposium. The symposium attracted top business leaders from across the state who discussed the relevance of European models to North Carolina.

The state received a federal grant to establish the **North Carolina Literacy Resource Center**. This center opened in June 1994.

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NORTH DAKOTA

Overview

Working with over 80 representatives from statewide business and industry, education and community leaders, 16 key agencies and organizations have designed a School-to-Work system for the state. Four rounds of partnership grants have been put in place. Eighteen local partnerships have been funded across the state, 13 of these being developmental grants and the other five demonstration grants. The state is using existing regional boundaries as established by the governor's office in the 1970s for planning regions and will build upon existing tech-prep and cooperative-education programs, placing particular emphasis on use of the state's video and audio infrastructure. North Dakota has made a deliberate decision not to pass comprehensive School-to-Work laws nor to mandate collaboration among the partners. The state's granting process promotes the development of area and regional partnerships. North Dakota has taken strong and creative steps to provide students in rural areas with opportunities for work-based learning.

Education Practices

The state plans to build upon existing consortia and programs in tech prep, regional vocational centers and cooperative education. Among these programs are 10 existing **Teacher Learning Centers**, funded by the Department of Public Instruction, which will be used to provide inservice training and curriculum coordination.

Career portfolios are being emphasized in many of the local partnership sites. The state plans to create certificates of initial and advanced mastery. In K through grade 6, students receive career awareness and will be expected to select a career major no later than the 11th grade. The School-to-Work management team is working to establish the **FINDET (Follow-up Information for North Dakota Education and Training)** system, which uses data from different sources to follow students beyond secondary education into either postsecondary education/training or the world of work. Special Needs Diversified Occupations programs operate at seven sites, sponsored by Juvenile Services and the State Board for Vocational and Technical Education.

North Dakota is placing emphasis on the use of video and audio communications in the delivery of curriculum. The state has a digital network that forms the major two-way interactive video and audio highway that links the state's postsecondary institutions. Also available is interactive television for K through grade 12. Ten clusters operate in the state. Since 1978, approximately 30% of the K through 12 public school districts have formed clusters.

Legislation, Executive Orders, Policies, Studies

The School-to-Work Management Team is working cooperatively to establish **FINDET**, a 16-agency effort to provide comprehensive follow-up data on students or program participants; to date, $25,000 has been committed to this project.

The **North Dakota Workforce 2000 Program** is a key statewide, state-funded program to meet the training needs of business and industry. It provides state funds through Job Service to coordinate training and skills development to existing businesses. This program is coordinated by representation on the management team.

North Dakota Century Code 15.21 authorizes the establishment of local career development programs. The state is to establish guidelines, outline curriculum options and provide regional and local inservice assistance for implementation. **HB 1496**, passed in 1995, establishes **A Governor's Report Card** for schools to be based on self-assessment according to established criteria. The first reports will be reviewed in 1996.

Coordinating Structure

As the result of collaboration by the Department of Public Instruction, the State Board for Vocational Education, the governor's office, the university system and the State's Council on Vocational Education, the governor appointed the **School-to-Work Management Team.** The team is responsible for the design and implementation of the state School-to-Work system. This team works closely with the Goals 2000 committee.

This team is now composed of the AFL-CIO, the departments of economic development and finance, labor and public instruction; the governor; the Greater North Dakota Association; Job Service; the Association of Private Career Schools, Council of School Administrators, Education Association, Indian Affairs Commission, School Boards Association, university system, Division of Vocational Rehabilitation and the State Boards of Vocational and Technical Education and the Workforce Development Council.

The team is working closely with the newly established Workforce Development Council. A majority of business and industry representatives serve on the 15-member council. This coordination is being done to bring more business and industry involvement into the School-to-Work process.

Implementation Strategy

The state will use preexisting planning regions established by the governor's office in 1970. All state governmental activities and the majority of regional activities use these boundaries. Using only state resources and School-to-Work planning funds, North Dakota has funded four rounds of local partnership grants and 18 partnerships.

Implementation will be based on the tech-prep, cooperative-education and vocational-technical education models, which provide a blueprint to build a complete School-to-Work system. Key steps will be the development of skill standards and certificates of initial and advanced mastery.

Higher Education

The university system in North Dakota is responsible for preservice and inservice teacher training; it also has taken the lead in developing work-based learning options for postsecondary students. The **North Dakota ACTS (Articulation, Conceptualizing, Training and Sharing) Project** has developed a statewide network between state and tribal postsecondary institutions in order to provide the five two-year colleges and the five tribal colleges with academically related, paid work experience.

Tech-prep programs are available in 43 schools, serving 14,247 students. State colleges and Native American colleges are part of the **Customized Training Network**, a statewide partnership.

The university system is working with the state School-to-Work office on a computerized career portfolio system for both secondary and postsecondary education usage.

Evaluation

A school survey has been completed that will benchmark School-to-Work activities. The overall evaluation and follow-up system will be collaborated through the management team to use existing systems and develop others. Possible performance measures have been identified:

- Percentage of students completing personal/career plan
- Percentage participating in worksite observation and experiences
- Percentage enrolled in career-focused education programs that include structured work-based learning
- Percentage receiving a competency-based skill credential, as a percentage of all high school graduates
- Percentage of graduates enrolled in further education or who hold jobs in occupational/industrial sector that relate to their career focus
- Percentage of disabled high school students moving into competitive or supportive employment through work-based learning programs
- Percentage of employers in the state providing structured, work-based learning through the School-to-Work model; equity of participation in programs by race, ethnicity and gender
- Percentage of secondary and postsecondary instructors completing inservice, license recertification and/or structured internships
- The governor and the legislature have mandated a "school report card" be established. This will be a self-assessment based on established criteria.

Special Programs

The Hatton School-to-Work Partnership, based in a rural school district of 270 students (81 in grades 9 through 12), has focused on school-based enterprises to provide work-based experiences for all students. The Hatton community had not had an active community newspaper for many years. The students revived *The Hatton Free Press* and now write, edit, publish and sell advertising for the newspaper. The success of the twice-monthly newspaper has led local businesses to contract with the students to produce advertising materials. Needing a regular source of supplies for his business, another businessman worked in consortium with the school district and the community to purchase and reopen a closed lumber and hardware business. Students are both employees and managers for this business and it has expanded to a point where the business/marketing classes and construction/trade classes work jointly to support it.

The Grand Forks School-to-Work Consortium pairs urban communities with rural communities to provide school- and work-based opportunities. High school students from the urban communities work collaboratively with the rural districts to provide career counseling and career planning for younger students.

The Barnes County Consortium is composed of all school districts with land in the county. The larger and smaller school districts have worked jointly to draft and update curriculum and scheduling for School-to-Work activities, plan joint training schedules for education and business/industry staff and expand opportunities for student placement by not limiting them to their home cities. The consortium has drafted and adopted a career portfolio system. Consortium members range in size from 485 students to 27 students, but all have access to the same curriculum and learning and work-based opportunities.

Notes

North Dakota has 243 school districts including 185 local school districts, six regional skill centers and eight community colleges. There are 11 state-supported colleges and universities (including the community colleges). Tech-prep programs are available in 43 schools and serve 14,247 students. Secondary vocational education operates under the State Board of Education.

Approximately 96% of students graduate from high school. While 80% go on to college, there is a significant dropout rate that the state attributes to lack of career planning.

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Source

North Dakota School-to-Work Implementation Plan and Grant Application,
North Dakota School-to-Work Opportunities System Management Team, June 19, 1995.

OHIO

Overview

The state of Ohio recognizes the importance of developing bold new strategies to better prepare youth for successful entry into the world of work — and to instill in each of them the desire for lifelong learning. Ohio's School-to-Work system will serve as an integral part of the overall strategy to develop a skilled workforce and a strong state economy. Importance will be placed on improving productivity and quality to allow the state to compete effectively in the global economy. The foundation for Ohio's School to Work vision is collaboration among employers, labor, parents, students, community-based organizations and educators. Loaned executives from the Ohio Board of Regents, Ohio Bureau of Employment Services, Ohio Department of Development, Ohio Department of Education and Ohio Department of Human Services, which comprise the Ohio School-to-Work Office, will facilitate the efforts of regional alliances and local partnerships in establishing systemic change throughout the state. In 1995, Ohio received $9 million under the School to Work Opportunities Act. This has been coupled with additional state-legislated funds of over $3 million.

Education Practices

By creating seamless, community-based, result-oriented and client-driven School to Work initiatives, Ohio is integrating proven educational programs and practices with new thinking and participation. Current efforts to strengthen Ohio's future workforce include efforts to:

- Establish a system of **Career Clusters and Career Majors** relevant to the state's economy through the development of pilot programs within Ohio's 12 economic development regions and advance articulation between Ohio's pre-K through grade 12 and higher education systems to ensure a career web is provided within occupational areas.

- Expand use of Ohio's **Career Development Blueprint** to all students and adults. The blueprint focuses on awareness and exploration activities organized around career clusters and career majors.

- Explore the development of a **Certificate of Initial Mastery** that might include such components as student results on the Ohio Ninth Grade Proficiency Tests and other assessments such as *Work Keys* and tests developed from the Ohio Competency Analysis Profiles.

- Expand the use of **Career Passports** to all students — including out-of-school youth, adults and students with disabilities. The passport would serve as a portable credential, communicating what the student has learned and can do.

- Broaden the array of programs and relationships already established through Ohio's **tech-prep consortia,** which compliment current School to Work activities.

- Enhance and connect the **Ohio Career Information System** and the **Ohio JobNet** by establishing regional and work-based information and referral networks organized around the 12 economic development regions and coordinated with such services as **One-Stop Career Centers**.

- Establish a **Professional Development Framework** for the state to ensure a system of quality, sustained professional development that encompasses School to Work system components.

- Incorporate Ohio's **SchoolNet** — an aggressive state education technology plan that lays the groundwork for the total networking of Ohio classrooms — to be used to support interaction among school staff, students and the workplace; explore how

SchoolNet also can serve as a vehicle in the development of innovative strategies in rural areas, where work-based learning opportunities may be limited.

These and other educational practices are framed by work in partnership with the Ohio Business Roundtable, Ohio Manufacturing Association, Ohio Chamber of Commerce and other business organizations to ensure that employers are involved as full partners in all School to Work educational activities. By using the structure of Ohio's Economic Development Regions to recruit, organize and support employers, organized labor and other interested parties, Ohio can provide quality work-based learning opportunities to all students and increase the understanding of the region's labor market to learners and educators.

Legislation, Executive Orders, Policies, Studies

Ohio's School to Work initiative is supported by a formalized Memorandum of Understanding entered into by the Ohio Board of Regents, Bureau of Employment Services, Department of Employment Services, Department of Development, Department of Education and the Department of Human Services for the purpose of defining relationships, roles and responsibilities among the parties in the joint effort to develop and implement Ohio's School to Work vision. In addition, each of these state agencies has contributed loaned executives to staff the Ohio School-to-Work Office.

In this context, these five state agencies agree to work individually and collectively — and through and in cooperation with the Ohio School-to-Work Office. The goals of this memorandum are to:

- Set forth the shared values that will guide these five state agencies as they develop and carry out new strategies to better prepare Ohio's youth for successful entry into the world of work and instill in each of them a desire for lifelong learning

- Identify those objectives and actions common to all five of the state agencies that are parties to this memorandum

- Identify those objectives and actions that are particular to each of these state agencies

- Define the responsibilities of Ohio's School-to-Work Office and address operational issues relevant to this agreement.

While this memorandum addresses the broad boundaries of the leadership, roles and responsibilities among these five state agencies, each party is encouraged to develop specific plans for its efforts to develop and implement Ohio's School to Work vision.

Legislative actions for Ohio's School to Work initiative were established in Ohio House Bills 117 and 152 and addressed state funding and governance structures for the initiative.

Coordinating Structure and Implementation Strategies

Oversight for Ohio's School to Work system is provided by the Governor's Human Resource Investment Council (GHRIC), while operational policy and assistance is provided by the Ohio

School-to-Work Office and the GHRIC School-to-Work Committee, which is composed of representatives of business, labor, education, community-based organizations and state agencies. The Ohio School-to-Work Office reports directly to the lieutenant governor's office.

Regional alliances and local partnerships are structured around the state's 12 economic development regions. Regional coordinators will be selected within each region to support system linkages and address technical assistance needs of local partnerships in cooperation with the Ohio School-to-Work Office. Regional alliances are required to develop a one-year operational plan that demonstrates appropriate partnership and organizational protocols have been established, to be followed by a five-year plan that analyzes the region's readiness to implement School to Work and establishes longer-term goals and strategies.

Special emphasis will be placed in funding local partnerships that address the needs of diverse student populations including those who are differently abled, disadvantaged and dropouts.

Higher Education

Many colleges and universities currently are engaged in School to Work initiatives that provide exemplary models on which to build. Two-year colleges and universities alike currently participate in cooperative education, apprenticeships and other School to Work activities.

The relationship between higher education and K through grade 12 is being strengthened in Ohio by efforts to forge greater linkages with a career ladder that will provide a comprehensive system that all students can access, given their career goals and abilities. Tech-Prep Ohio represents an example of systemic change in bonding technical occupational education based on the concept of collaboration and partnership among secondary and higher education.

Lifelong learning is consistent with Ohio's workforce development efforts, as well as central to Ohio's School to Work efforts. Established relationships between business and higher education is a means to provide quality training and educational opportunities throughout the state to meet the needs of all students regardless of age.

Evaluation

Ohio plans to release a request for proposals to build upon the national evaluation being conducted by Mathematica Policy Research, Inc. that will identify the components for a successful School to Work system. The focus of the evaluation design will be to provide information to decisionmakers at the state, regional and local levels so that the implementation of the School to Work system can be modified regularly and continuously improved. The study will be interactive and provide opportunities to strengthen aspects of the system.

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OKLAHOMA

Overview

Oklahoma has defined the elements of a comprehensive School to Work model to be used as a blueprint for systemic change and the state has much of the legislation and policies needed for a School to Work system: a state agency responsible for vocational and technical education, a vocational and technical system serving high school age youth as well as adults, a history of service to new and expanding industries and worksite learning legislation. In addition to strong support from the state administration, two important foundations for the state's School to Work system have been the state Education Reform and Funding Act (1991) and the state's five-year plan for economic development. Existing tech-prep consortia will, in some cases, serve as the basis for local partnership councils.

Education Practices

Oklahoma views School to Work as a system development and implementation initiatives, not an add-on program. The system is designed to transform work from something to do for money into an overall approach to education. Graduates of Oklahoma's School to Work system will receive a high school diploma, or its equivalent, as well as a recognized skills certificate and/or will continue into postsecondary education.

Career awareness is part of the K through grade 6 curriculum, with career exploration and self-discovery in grades 7 and 8. No later than the end of the 9th grade, students select a tentative career major and make a six-year plan of study (available spring 1996). This plan provides a coherent sequence of courses over a four-to-six year period which leads to or supports a career cluster. This cluster may include options for vocational education, tech prep, work-based learning, apprenticeships, or a four-year college degree. These plans are reviewed annually. The concluding phase of the model is called *Success in the Workplace* and involves lifelong learning to help workers maintain employability.

College entrance and high school graduation requirements have been raised. Vocational students are being encouraged to pursue more rigorous academic pathways; four priority academic skills tests must be passed by the end of grade 12 for high school graduation. A model career passport has been developed. Concurrent enrollment in high school and college is allowed under certain conditions.

Legislation, Executive Orders, Policies, Studies

1995 Governor Frank Keating issues **Executive Order 95-22** to establish the Oklahoma School-to-Work Executive Council to recommend policies for the development and implementation of a School to Work system; provide leadership, coordination and information for the School to Work system; develop criteria for communities seeking to establish partnerships; and report on the council's activities and results.

Membership of the executive council: the director of the Department of Vocational and Technical Education, commissioner of labor, secretary of education, chancellor of higher education, director of employment and training, director of the Oklahoma Employment Security Commission, director of the Oklahoma Department of Commerce, director of the State Department of Rehabilitation Services, state gender equity coordinator, director of the Oklahoma Board of Private Vocational Schools; or designees plus business, industry and labor representatives. Fourteen private-sector representatives also have been appointed.

HB 1549, The Oklahoma Teacher Preparation Act, requires higher education, the State Department of Education and vocational and technical education to participate in a joint funding plan for teacher professional development and role clarification for required teacher competencies and criteria for approval and accreditation of teacher education programs.

Oklahoma Challenge 2000 provides a strategic plan to provide common focus for the Oklahoma State Regents for Higher Education and for the state's 27 public higher education learning institutions. Objectives include issuing joint education goals that establish common course objectives for lower-division general education core subjects and encourage examination of curriculum and teaching strategies.

HB 1462 creates the "Worker Training Development and Loan Advisory Task Force" to review job training activities in the state, assess the use of Job Training Partnership Act (JTPA) funds, identify business and industry wishing to upgrade employee skills and study possible funding mechanisms for a state job training worker load program.

1993 **SB 500** establishes a worksite learning program administered by the State Board of Vocational and Technical Education as the agency to receive federal funds and administer youth apprenticeship programs. It creates the Oklahoma Youth Apprenticeship Committee as the advisory committee to the board. The board appoints the 13-member advisory committee, which includes representatives of secondary education, higher education, vocational-technical education, business, labor and the state superintendent and chancellor.

1992 **HB 2246** creates the **Oklahoma Commission for Teacher Preparation** to develop a statewide teacher preparation and professional development system.

SB 958 establishes a statewide criterion-reference testing program for student competencies in grades 5, 8 and 11. All criterion-referenced statewide tests to measure basic skills competencies in core curricular areas will be phased in through 1999. In 1994-95, **Iowa Test of Basic Skills** was administered.

1991 The State Board of Education adopts *Learner Outcomes: Oklahoma State Competencies* as the state curriculum.

1990 **HB 1017**, the **State Education Reform and Funding Act** (ratified by state ballot 1991), mandates reforms affecting equity, accreditation standards, graduation requirements, early childhood education, mergers and consolidations and an increased minimum salary schedule. The bill requires career counseling and mandates presence of counselors in secondary schools by June 1995 and in elementary by 1999 for state accreditation. It also requires career awareness in elementary school and career exploration in grades 6 through 10 and establishes the **Priority Academic Student Skills** program, which incorporates academic skills plus workforce basic skills.

1989 **HB 1205** requires a standardized course numbering system to permit smooth transition within higher education. *Task Force 2000: Creating Twenty-first Century Schools* maps out a program of education reform.

1987 The House and Senate pass legislation promoting state economic development, calling for a five-year strategic plan to be developed by the Oklahoma Department of Commerce. A second plan, "Building a Better Oklahoma" (1993-98), has 10 strategic actions for workforce preparation.

Coordinating Structure

Coordination is provided by a coalition between the School-to-Work Executive Council, the policy committee and 13 statewide technical committees. The legislated Youth Apprenticeship Committee formed the basis for the Oklahoma School-to-Work Executive Council. The statewide School-to-Work Policy Committee consists of the chairpersons and co-chairpersons from the 13 committees. The Department of Vocational and Technical Education serves as the lead agency and fiscal agent for implementing School to Work.

Higher Education

In articulated programs, students who complete a vocational program in high school earn college credits after high school graduation, college admission and successful completion of 12 credits. Starting in August 1992, specific applied courses in mathematics, technology and science are approved for college entrance requirements.

Oklahoma State Regents for Higher Education are working with vocational educators and the State Department of Education in the area of teacher training and certification. Higher education also is reexamining core curriculum offerings across the institutions, including teaching methodologies and the facilitation of transfer across institutions.

All Oklahoma two-year colleges that grant the Associate of Applied Science degree offer "student guarantees" effective 1995.

Special Programs

Jobs for the Future is affiliated with Craftsmanship 2000 in Tulsa. This is a partnership of Tulsa Metropolitan Chamber of Commerce, Tulsa public schools and 16 surrounding districts, Tulsa Technical Center, eight employers and Tulsa Junior College. The program includes "pull-out" integrated curricula, applied academics, workplace readiness preparation, rotations, structured work-based learning placements, workplace mentors, certification, grades 11 and 12 and two postsecondary years.

CREATE: Consortium to Restructure Education through Academic and Technical Excellence is a national tech-prep demonstration site. This involves Francis Tuttle Vocational Technical Center, Oklahoma City Community College, the University of Oklahoma, the University of Central Oklahoma and four school districts. This program is 4+2+2 (high school+two-year college+four-year campus). Students must take applied mathematics, science and communications in the 9th and 10th grades. Students can attend the Tuttle Center part time in 11th and 12th grades. A career occupation preference survey is given in 8th grade; students then make six-year plans.

Two Oklahoma sites have received School to Work rural/urban grants: (1) Career Partners, Inc. includes the Tulsa Metropolitan Chamber of Commerce, Tulsa Private Industry Council, Tulsa County Area Vocational-Technical School, Tulsa Public Schools and business and community partners and (2) Texhoma School-to-Work partnership in Durant, Oklahoma.

Notes

Oklahoma has approximately 450 comprehensive high schools and 48 area vocational and technical centers. Oklahoma has a system of 30 area vocational-technical school districts in 11 School to Work regions serving high school students, out-of-school youth and adults. These districts operate under regional boards of education that have power to levy tax for program support. Oklahoma will integrate its tech-prep consortia into the School to Work system. State governance for secondary vocational education is overseen by the State Board of Vocational and Technical Education. Oklahoma gives all high school students the opportunity to attend an area vocational-technical school at no cost.

Forty Oklahoma sites are part of the *High Schools That Work* network. Two of the state's largest school districts are piloting career academies. The **Oklahoma Educational Planning and Assessment System** is being piloted by 23,000 students in 26 school districts.

Through May 1995, Oklahoma has 32 cooperative enrollment agreements between community/junior colleges and area vocational-technical schools for adult learners, an initiative begun in 1987. There are nearly 150 articulated programs through 22 tech-prep consortia; these involve 106 comprehensive high schools, 21 area vocational-technical schools, 12 community colleges and three universities.

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OREGON

Overview

As a first-round implementation state, Oregon received $3 million under the School-to-Work Opportunities Act in 1994. Six far-reaching pieces of legislation enacted during the last decade have created a comprehensive human resource investment system. This statutory framework guides implementation of the Oregon's School to Work activities, providing flexibility as well as high standards for performance. Oregon has established a Human Resource Investment Council — the Workforce Quality Council — to oversee all workforce preparation activities in the state. Through a School to Work system administered by the state's 15 Regional Workforce Quality Committees, all Oregon students will have opportunities to participate in progressively intensive work-based experiences that are integrated with school-based learning and supporting activities.

Education Practices

Oregon's School to Work system is built around eight essential elements required of all state School to Work initiatives:

- Provide career awareness at the elementary and middle school levels that introduces students to the world of work
- Provide career exploration and counseling for students pursuing the Certificate of Initial Mastery (culminating around grade 10) that exposes them to a variety of career options through worksite experiences
- Provide structured work-based learning opportunities for students pursuing the Certificate of Advanced Mastery

- Integrate and coordinate academic and occupational instruction as well as school- and work-based learning
- Recognize diverse need of students and provide multiple learning strategies
- Award credentials for both academic and occupational skill mastery that are recognized by postsecondary institutions and employers
- Employ a governance infrastructure that represents a broad coalition of employers, teachers, students, parents, local policy leaders and labor
- Conduct continuous evaluation to measure program effectiveness as a basis for modification and improvement.

Oregon specifies what local School to Work initiatives must do without dictating how they should do it. Similar efforts to push decisionmaking down to the local and/or regional levels are a common theme that runs throughout the state's overhaul of its human resource policies and infrastructure.

Student achievement is documented through attainment of a **Certificate of Initial Mastery** (CIM) and a **Certificate of Advanced Mastery** (CAM). The CAM is designed to provide all students with contextual learning opportunities in one (or more) of six endorsement areas: arts and communications; business and management; health services; human resources; industrial and engineering systems; and natural resource systems. School to Work activities provide the career awareness and exploration components of the CIM and the avenue for the work-based experience in the CAM. Conversely, the CIM and the CAM provide the institutional structure necessary for School to Work transition when federal funding is terminated.

Legislation, Executive Orders, Policies, Surveys

1995 The state legislature revises Oregon's **Educational Act for the 21st Century** by an overwhelming vote. This legislation gives the State Board of Education responsibility for establishing academic content standards for the CIM and the CAM in mathematics, science, history, geography, economics, civics, English, second languages and the arts. These standards are to provide a basis for a series of criterion-referenced assessments (at grades 3, 5, 8, 10 and 12) that will be used along with other scored work to document a student's attainment of the CIM and CAM.

1994 A Memorandum of Understanding regarding the **Oregon Workforce Option**, an innovative proposal to redesign and test an outcomes-oriented approach to intergovernmental service delivery, is signed by federal, state and local partners. The Workforce Option proposal prepares for block grant distribution of federal workforce funds and requests significant waivers of federal regulations in exchange for the delivery of mutually agreed upon outcomes. This first-in-the-nation agreement specifies that the redesigned system should be:

- Structured, managed and evaluated on the basis of results (*i.e.*, progress toward benchmarks)

- Oriented to customer needs and satisfaction
- Biased toward prevention rather than remediation and
- Simplified and integrated, with responsibility for service design, delivery and results delegated to front-line, local-level providers.

1993 The **Workforce 2000** funding package (SB 81) provides a substantial investment in Oregon's present and future workforce. This package includes support for four pilot School to Work sites, 10 developmental sites that will adhere to the *America's Choice* recommendations and expanded tech-prep programs as well as funds for development of connecting activities and assessment strategies for documenting student progress toward the CIM and the CAM.

1991 The **Oregon Educational Act for the 21st Century** creates a more flexible education delivery system that is held to the highest standards of school and student performance. This legislation, a comprehensive educational reform policy designed to address all aspects of education, establishes the Certificates of Initial and Advanced Mastery, curriculum content standards, alternative learning environments and the site councils that will assume decisionmaking responsibility at the local school level. This act also restructures professional technical (vocational) education and emphasizes real world applications of learning.

The **Workforce Quality Act** creates the **Workforce Quality Council**, which serves as the state's Human Resource Investment Council. The council — composed of business, labor, principal government leaders, educators, legislators and citizens — is charged with developing a comprehensive statewide workforce strategy and overseeing its implementation. Among its responsibilities, the Workforce Quality Council directs the integration of the state's economic development efforts with other major state initiatives such as education reform. Subsequently, the council establishes 15 **Regional Workforce Quality Committees** to design and implement local strategic plans that complement state policy.

As part of the Oregon's school reform agenda, the legislature also establishes a **registered youth apprenticeship** pilot program. Designed around Oregon's adult program, this pilot is to serve 100 students during the biennium. Major components of the program include enrollment in professional technical education programs relevant to the occupational field, paid work experiences and appropriate related training courses.

HB 3474 dedicates $8 million from the Oregon lottery to support 20 education and training initiatives, including raising educational standards, improving the learning environment, upgrading tech-prep programs, implementing education reform and promoting high-performance work organizations.

1989 *Oregon Shines: An Economic Strategy for the Pacific Century* is published, the result of a year of work by statewide committees composed of business, labor, education and government leaders. This 20-year strategic plan identifies the creation of a world-class workforce by the year 2010 as one of three key goals. The legislature creates the **Oregon Progress Board** to implement the strategic plan and to create benchmarks toward achievement of the plan's goals. The board's first report, *Oregon's Benchmarks: Setting Measurable Standards for Progress*, is released two years later. The benchmarks were developed with extensive input from citizens across the state. Subsequently written into state law, the benchmarks are now used as a tool by state and local governments to set budget and program priorities. The Oregon Progress Board publishes biennial progress reports and augments the benchmarks as necessary to adapt to changing circumstances and priorities. For example, new benchmarks will be added to show progress toward goals specific to the state's School to Work system.

Coordinating Structure

Oregon's School to Work system is operated as a joint venture of the State Board of Education and the Workforce Quality Council. Other collaborating agencies include the Bureau of Labor and Industries, the Economic Development Department, the Employment Department, the Department of Human Resources, the Office of Community College Services and the Vocational Rehabilitation Division. The Department of Education serves as the fiscal agent for Oregon's School to Work system.

A steering committee composed of business, education, labor and agency leaders with state and local perspectives was established in 1994 to provide policy guidance on key implementation issues. The steering committee, jointly appointed by the governor and the superintendent of public instruction, is responsible for establishing skill standards, program performance standards and readiness criteria for regional program implementation.

The state's Workforce Quality Council (WQC) structure plays a critical role in the implementation of School to Work activities at the substate level. The 15 Regional Workforce Quality Committees (RWQCs) across the state have established strategic service delivery plans that attempt to maximize the resources and capacity of education and training programs in their respective geographic areas. All education and training agencies are required to submit their plans and budgets to the RWQCs for review. This regional review process will be the basis for establishing long-term support for the School to Work system.

Implementation Strategy

Oregon's original application for a federal School to Work implementation grant described a implementation strategy in which each of the state's 15 regions would be required to submit an application through its RWQC. This competitive application process was used in 1994 and four regions were awarded implementation grants based on the readiness criteria identified by the steering committee. However, the steering committee subsequently concluded that a competitive application process was antithetical to the values of cooperation and collaboration that the School to Work system seeks to nurture.

For 1995, the competitive grant process was replaced with an allocation formula that takes into account a region's economic conditions and the size of its school population. Each region has been told that it can expect three years of implementation funding and decisions about when a region is ready to move from planning to implementation are made jointly by state and regional oversight bodies. As part of this decisionmaking process, regional representatives present their School to Work plans and describe their readiness to implement them to an interagency review team composed of representatives from state agencies, other regions and the private sector.

Higher Education

Oregon's community colleges took a lead role in the development of the state's tech-prep-associate degree programs, including creation of articulation agreements with local high schools for specific professional technical education curricula. Cooperative work experience and practica are significant elements of most professional technical education programs at the state's community colleges. This history of successful delivery of specific School to Work components make the community colleges a unique resource for Oregon's emerging School to Work system.

Oregon's higher education system is currently engaged in developing proficiency-based admission standards. By the fall of 2001, individuals seeking admission to Oregon's higher education system will be expected to demonstrate proficiency in six content areas: mathematics, science, social sciences, foreign language, humanities/literature and fine and performing arts. Prospective postsecondary students will also be expected to demonstrate nine process proficiencies, which include teamwork, technology as a learning tool, problem solving and communication competence.

Evaluation

The Oregon benchmarks include the percentage of high school students involved in professional technical education, the percentage of high school students involved in structured work experience programs, the percentage of disabled high school students moving directly from high school to postsecondary education or competitive or supported employment and the high school graduation rate.

In 1995, benchmarks were added for the percentage of students attaining a CIM, the percentage of students attaining a CAM and the percentage of graduates of public postsecondary institutions who pass occupational licensure examinations. Additional benchmarks will be identified by the **Oregon Progress Board** as educational reform is broadly implemented and the School to Work system expands. Potential benchmarks might include the percentage of employers offering paid, structured work experiences; the percentage of CIM recipients who have completed job shadow experiences in at least three CAM endorsement areas; and the percentage of teachers who have completed internships in industry.

Regional performance in School to Work implementation also will be measured against state benchmarks. To secure implementation funding, each region is expected to identify specific outcomes and propose performance standards for their attainment.

The steering committee and School to Work staff are revising the design for evaluation of the state system. This design is likely to include annual self-evaluations by each participating region, analysis of the effectiveness of technical assistance provided by the management team and dissemination of effective program models from elsewhere in the nation.

Oregon also plans to conduct an independent evaluation of its efforts to target JTPA funds to School to Work activities. This evaluation, which will be conducted later this year, will examine a sample of high schools from the four initial implementing regions to determine the extent to which these schools are serving all students (particularly those deemed at risk) and the extent to which changes are occurring in the classroom as a result of School to Work activities.

Special Programs

The Oregon **Youth Transition Program** (YTP) is widely recognized for its successes in improving transition outcomes for students with disabilities. The goal of the program is to "place students into meaningful competitive employment or career-related postsecondary training." The program is a coordinated effort of the state's Vocational Rehabilitation Division and local schools. Approximately 60% of Oregon's school districts have students participating in the YTP.

At the local level, there are numerous examples of Oregon districts choosing to focus substantial resources on School to Work initiatives. North Clackamas School District, with its Owen Sabin Occupational Skills Center, was the first secondary school certified by the printing industry to deliver its national curriculum. Roosevelt Renaissance 2000, one of the state's 10 developmental sites, has created an entirely new approach to secondary education by integrating education reform and School to Work concepts.

Roosevelt Renaissance 2000 (in Portland) is affiliated with Jobs for the Future. The Roosevelt Renaissance partnership includes the Portland Public Schools, the Oregon Department of Education, the Oregon Bureau of Labor and Industry, the Business Youth Exchange, 150 employers, Portland Community College and Portland State University. In addition to several schools within a school, Roosevelt Renaissance offers integrated curricula, workplace readiness, certification, job shadowing, structured work-based learning, mentoring and articulation agreements.

Notes

Oregon has 260 comprehensive high schools; state policy discourages vocational high schools. Oregon's State Board of Education has made a policy decision to adopt emerging national standards through Goals 2000 and other national efforts. Oregon has already adopted the standards of the National Council of Teachers of Mathematics and these standards are reflected in the curriculum content standards for the CIM and CAM.

Oregon participates in the National Center on Education and the Economy's High Skills State Consortium. The State Department of Education participates in two national curriculum development consortia — the Mid-America Vocational Curriculum Consortium and the Vocational Technical Education Consortium of the States.

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PENNSYLVANIA

Overview

Pennsylvania does not have comprehensive School to Work legislation. Instead, the state has developed a structure of School-to-Work Action Teams in each of the six strategic planning regions that will provide a statewide governing umbrella for local/regional teams. Education reform in the state is driven in part by six teacher leadership centers. All schools are required to have School to Work components and activities in their strategic plans. Pennsylvania received $6.5 million in 1995 under the School-to-Work Opportunities Act.

Education Practices

The State Board of Education has amended curriculum regulations to require that student learning be outcome-based. Schools are required to develop plans for assessing student performance. Many of the elements in current School to Work programs (such as portfolio assessment and broad-based community support) will guide districts in these efforts. The **Career Development Portfolio** system, entitled "Get a Life: Your Personal Planning Portfolio," consists of a personalized career planning journal designed to guide students through the career development process.

Students may enroll in the worksite portion of the School to Work program at age 16 or grade 11 with the approval of the student, guardian, employer and an educational representative. All programs must include a postsecondary component. Each student who completes this receives a diploma, skill certificate and possibly an associate degree. In 1992–93, applied academics instruction was offered at 213 secondary schools and 55 area vocational-technical schools. During 1993–94, students were enrolled in 70 approved cluster programs.

The Bureau of Vocational-Technical Education has been involved with the **Student Occupational Competency Achievement Tests (SOCATS)**, which are produced and scored by the National Occupational Competency Testing Institute. This voluntary testing program is financed by participating schools. In 1993, 3,372 students were administered SOCATS tests in 70 schools. SOCATS will be developed to assess the skills and knowledge required in career majors, thus providing the first link for portable skills certificates based on demonstrated competencies.

Pennsylvania has developed an interactive CD ROM-based career development system (**Pennsylvania's Power Source**) to be distributed to all 501 school districts and 86 area vocational systems. "Power Source" is a School to Work initiative that provides all students with appropriate career pathways and a comprehensive guidance delivery system to access the information and skills required to make informed career decisions to maintain successful employment. Using the National Career Development Guidelines, this system is also designed to help schools critique their system of career development.

The **Pennsylvania Career Program (PAC)** is a career development program that helps youth become productive members of their communities by learning about themselves, about employment opportunities and about how to access these opportunities. PAC replaces the Summer Training and Education Program and Jobs for Pennsylvania's Graduates with a consolidated effort that provides a continuum of services for Job Training Partnership Act eligible youth grades 8 through 12.

In addition, Pennsylvania is one of five states nationwide taking part in the pilot for the students' **Get-a-Life Career Development Portfolio** (a personalized career planning journal designed to guide students through the career development program) and one of four pilot sites to implement the National Career Development Guidelines developed by the National Occupational Information System.

"Choices," a new computer software package, is being tested by students and counselors at 10 Pennsylvania sites. The software permits students to explore over 600 occupations, to match interests and abilities to broad career clusters and to identify appropriate career majors and training programs.

These practices are being combined with School to Work components established under the state's development grants:

- "Educator in the Workplace," a summer internship project for work-based learning educators, was held in 1995.

- A study to define competencies needed for school/site mentors is being conducted by Pennsylvania State University College of Education. This study will result in the implementation of a statewide staff development program for the certification of school/site mentors.

- A study to define competencies needed for worksite mentors is being conducted by the Center for Professional Personnel Development at Temple University. This study will result in a statewide staff development for certification of worksite mentors.

Legislation, Executive Orders, Policies, Studies

1995 The state secretary of education forms a special 15-member advisory committee, composed of state and local officials representing systems serving economically disadvantaged or disabled youth, to advise how to ensure that all students are served through School to Work transition systems.

The governor's 1995–96 budget requests state funds to support grants to create and enhance distance learning programs to serve rural and poor areas. Goals 2000 funds are to be used for the same purpose.

1994 **Pennsylvania Implementation Indicators for the School-to-Work Act of 1994** calls for on-site review to determine: if districts have a School to Work system; to what degree those systems include all of the School to Work components and activities; and if those systems are being effectively implemented.

1993 The State Board of Education adopts a revised Chapter 5 Regulation that defines expectations for public schools to provide students with learning experiences that adequately prepare them as citizens, family members, workers and lifelong learners. Districts are to accomplish this through a rigorous academic program that meets defined academic goals. Schools are required to develop and submit a strategic plan every six years.

Chapter 5, Section 5.203 and Sections 5.214 and **5.232** require districts/area vocational-technical schools to develop collaboratively a mission statement, goals, a comprehensive needs assessment, a list of priority actions, statements of learning outcomes, graduation requirements and standards, action plans, assessment plan, and a professional development and teacher induction plan.

1988 The Department of Education establishes a network of nine lead teacher centers to implement professional development plans that feature teacher-to-teacher training, observation and evaluation; strategies for interdisciplinary instruction; linkages to the business community and institutions of higher education; and leadership and decisionmaking skills. These centers have become important vehicles to drive reform in the state.

Coordinating Structure

The secretaries of education, commerce and labor and industry jointly develop policies for the School to Work system. Senior-level staff from each agency will be designated to meet regularly with the program director to develop joint policy recommendations.

The group is responsible for:

- Approving statewide competency standards for each occupational cluster developed by industry, labor and education

- Approving assessment standards for entrance, continuation and completion of School to Work programs

- Approving the establishment of local councils

- Developing criteria to establish and promote School to Work programs.

Pennsylvania 2000, the commonwealth's statewide business/state government/education coalition, provides employer input on overall state policy for School to Work. The board of directors is composed of approximately 60 corporate chief executive officers and other senior officers; senior officials from state government, including the governor; representatives from four legislative caucuses; and leaders from statewide education associations, local school directors and parents. Pennsylvania 2000 is now focused on the need for statewide standards for academic and skills training.

Pennsylvania 2000 has created the **Committee on School-to-Work Transition**, whose mission is to make policy recommendations to the board and the governor. This committee currently serves as the statewide School to Work advisory council. Members include the presidents of the Pennsylvania Federation of Teachers, the State Education Association, the Association of Colleges and the Building and Construction Trades Council; the deputy director of the economic development policy office; the executive director of the Manufacturers' Association; representatives of the State House and Senate and from the business and minority communities; and superintendent, parents, teachers and high school students. A restructured version of this group will plan for the expansion and institutionalizing of the School to Work system, ensure that key agencies are cooperating, review statewide skill standards and review assessment standards for entrance, continuation and completion of a School to Work program.

The **Statewide School-to-Work Council** plans for the expansion and institutionalization of the School to Work system, ensures that key government agencies are cooperating, reviews assessment standards and assists in the development of articulation agreements.

The Department of Education oversees the state's School to Work system. The department develops statewide guidelines, integrates School to Work into existing initiatives, establishes guidelines for staff development activities, monitors and evaluates local and regional programs, acts a fiscal agent, facilitates development of statewide competency and assessment standards and is developing and implementing a portfolio credentialing system.

All School to Work programs must establish a **Local Stakeholder's Council** to govern the local program and to ensure that the program meets state guidelines and the needs of the community. This local council must include employers, organized labor, local educators and representatives from service and training entities.

School-to-Work Action and Training Teams (SWAT) have been enacted in the state's six strategic planning regions. These teams are composed of Department of Education strategic planning advisors, labor market analysts and representatives from the industrial resource centers, job centers, industrial development corporations, intermediate units, teacher leadership centers, school districts and area vocational-technical schools, postsecondary institutions, area

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labor-management committees, the Bureau of Apprenticeship training, teacher unions, eight service delivery areas and private industry councils. These teams provide technical assistance to all schools and employers in the development of regional/local School to Work systems.

Eight **Industrial Resource Centers** (IRCs), funded by the Department of Commerce to build and strengthen the state's base of manufacturing and technology companies, have been designated to develop business involvement in the counties served by each IRC. A mechanism for involving business is being put in place across the commonwealth, including such things as Business Consortia for School-to-Work, leadership groups and linkages with existing networks.

Implementation Strategy

In June 1995, Pennsylvania developed an implementation indicator matrix for sites to review School to Work activities already in place. By its nature, the review also defined those activities that School to Work programs should have in order to qualify for funding.

Four "Best Practice Model Sites" have been funded with an alignment of Perkins State Leadership, Goals 2000 and JTPA-SEG funds. These sites were selected based on their current involvement with tech prep, youth apprenticeship and co-op education and the SREB High Schools That Work model. One is also developing a **Gateway Assessment Certificate — Certificate of Initial Mastery**. These sites will act as hosts for schools and staff that are starting School to Work systems development.

Training for teams of key teachers and administrators is structured to coincide with the submission of school district strategic plans. Teams will be trained in key topics such as the components of a School to Work system, developing exploratory/pre-vocational programs for all students, structuring and scoring portfolios and supervising work-based learning experiences.

Higher Education

Nineteen consortia of secondary and postsecondary institutions are developing 63 tech-prep curricula, two-thirds of which are in allied health, business and engineering. Three professional development centers are working to improve the competency of vocational-technical teachers, supervisors and administrators. These are located at Indiana University of Pennsylvania, Pennsylvania State University and Temple University.

The Pennsylvania State University is also developing quality assessment indicators for benchmarking and has developed a state reference manual that details the required postsecondary entrance outcomes for tech-prep programs. While Penn State's emphasis has been on engineering-related technologies and business information technologies, they have set the standard for math, science and communications. They are reviewing all locally developed tech-prep curricula in the 10 occupational clusters to define minimum competencies. An articulation agreement ensures that any student who participates in a tech-prep program will have guaranteed admission to one of the 21 Penn State campuses.

The Pennsylvania State University College of Education is conducting a study to define the competencies needed for school/site mentors. A study to define the competencies needed for worksite mentors is being conducted by the Center for Professional Personnel Development at Temple University. Temple is working cooperatively with Penn State and Indiana University of Pennsylvania.

The Learning Research and Development Center at the University of Pittsburgh directed a team of teachers and employers in developing the curriculum framework, "Integrating Academics and the Workplace." This will serve as a model for development. Currently under way is a review of all tech-prep curricula. This will form the basis of minimum standards for technical skills areas as well as for math, science and communications.

Evaluation

The evaluation plan will address three overall questions: How will schools be reshaped as a result of the School to Work system to better prepare students for high-skilled employment and higher education? How will labor market relationships be restructured to provide young people with a system of organized access to quality employment? and What role will postsecondary systems play in the system?

The statewide system will be structured around measures and standards, administrative commitment and leadership, strategic planning and technical assistance. At the local level, data will be gathered through interviews, observations, survey questions and document analysis. Identifying best practices, connecting initiatives and building capacity to mold School to Work elements into a system will be the objective of the data analysis. Performance measures and standards from the Perkins Act also will be used to evaluate and improve local program outcomes.

Special Programs

The chemical industry is developing standards for School to Work curriculum program components.

The Pennsylvania State University College of Education is developing a School to Work preservice teacher training program.

The Bureau of Vocational Technical Education has developed and is implementing a new program approval process for 1995-96. This includes the adoption of 10 cluster areas for the further development of "career majors" and pathways.

Notes

Currently, 25 youth apprenticeship sites and 17 regional tech-prep sites are operating throughout the state. Pennsylvania has 14 High Schools That Work demonstration sites involving 20 area vocational-technical schools and 21 comprehensive high schools. In 1992–93, 657 institutions (secondary, postsecondary and adult education) offered vocational-technical education through 5,610 programs which serve 220,868 students.

During 1992–93, 4,747 students participated in cooperative vocational education, with over 22,000 secondary students participating in 12 tech-prep programs. Approximately 800 pre-apprenticeship students in 24 programs were anticipated in 1994–95.

The Department of Labor and Industry has established 89 job centers throughout Pennsylvania. These form a network of one-stop locations.

Jobs for the Future is affiliated with the Pennsylvania Youth Apprenticeship Program (six sites in four regions). This involves the Pennsylvania Department of Education, regional industrial resource centers, 16 districts or comprehensive vocational schools "hosting" program, approximately 80 employers, community colleges in most regions, private colleges in some regions and Pennsylvania Indiana State Colleges. The program is "pull-out," with integrated curriculum, applied academics, workplace readiness, structured work-based learning placements, postsecondary component and articulation agreements. This includes grades 11 and 12 and two postsecondary years.

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Source

Proposal for a Contract to Implement a Statewide School-to-Work Opportunity System in Pennsylvania: A Five-Year Plan, June, 1995.

RHODE ISLAND

Overview

Rhode Island's transition effort is distinguished from that of other states by the inclusion of family involvement and a core concern to redefine the structures and relationships of school and work. A parent advocacy group is to be formed at the state level and local partnerships are required to include families. School to Work communications and materials will be produced in different languages and an aggressive campaign is planned to reach all families.

Education Practices

Rhode Island's vision:

> *all schools, through the collaboration of all members of the school and community, will infuse into their curriculum and support structures the values of lifelong learning and provide all learners with a strong 21st century*

education based on high standards, multiple learning models and effective use of technology, resources and community.

Rhode Island plans to create a gateway for students, such as a Certificate of Initial Mastery that incorporates elements of the Common Core and mathematics, science and language arts, followed by a Certificate of Advanced Mastery or industry-recognized certificate that leads to postsecondary options. Student accomplishment will be benchmarked at grades 4, 8 and 10.

The state plans to change the relationship between families and schools and to create an environment where families and schools form mutually supportive relationships. This will be encouraged through active family involvement in education, shared responsibility for student transition, expanded social services, strengthened career guidance, outreach to parents at the worksite and training for parents.

The Rhode Island Department of Employment and Training is taking the lead in organizing and initiating a statewide pilot of Jobs for America's Graduates in 1995. The state also plans to create a state-level job bank to connect schools and employers.

Legislation, Executive Orders, Policies, Studies

1994 The **Human Resource Investment Council School-to-Work Subcommittee** is created by executive order to serve as the policy board for School to Work activity in the state and to provide leadership to move the School to Work initiative forward.

Coordinating Structure

The Human Resource Investment Council School-to-Work Subcommittee serves as the state-level policy committee. The committee is composed of 15 members representing the employment and education sectors and is co-chaired by the commissioner of Elementary and Secondary Education and the director of the Department of Employment and Training. The committee is responsible for acting as fiscal agent; coordinating state-level planning, development and implementation of School to Work; drafting legislation; identifying incentives for employer participation; identifying broad career clusters; developing a statewide marketing and information plan; distributing funding; and planning and conducting professional development opportunities.

A School to Work management team will be created to implement the state plan and provide technical assistance to the five local partnerships. This team will be representative of key stakeholders at the state, regional and local levels and that promotes continued involvement of employers, labor organizations, community-based organizations and families. The team will meet with the local partnership coordinators on a monthly basis.

Rhode Island will be geographically divided into five local partnership areas to implement the state plan. These areas align with three service delivery areas, five school districts and nine career and technical regions. Each partnership will have a single governing board and will contain geographically contiguous school districts.

Governing committees will oversee and manage local partnerships. A coordinator will align local activities with the state School to Work management team. Regional employment and training boards will be represented in the local partnership and serve as a clearinghouse for local business and industry to facilitate linkages between education and employment in local communities.

Implementation Strategy

The state will establish standards of quality to guide local partnership development. Local partnerships will submit a plan for state approval and funding. Successful program plans must include the following: integrated academic and occupational learning; connections with postsecondary education; comprehensive guidance and career development; family involvement; high academic standards; an evaluation plan; broad industry clusters; a professional development plan that describes the relationship to the state effort; a plan to involve small employers; demonstrated willingness to revise and develop curriculum that integrates School to Work experiences in K through grade 12+; a work plan that supports a seamless service-delivery system.

Technical assistance will be provided by the state on an ongoing basis starting with regional and state forums to discuss the formation of local partnerships and identify and support School to Work. Local partnerships will be required to establish a governing board that includes the key constituencies. Governing boards must meet no less than quarterly and must submit quarterly reports.

A business specialist will be employed as part of the School to Work management team to work with agencies in local partnerships that serve as brokers in the system. This specialist will serve as liaison among employers, school, teachers, parents, students and other community partners; provide technical assistance to employers, counselors and teachers; and provide training for workplace mentors.

Higher Education

Rhode Island College, the University of Rhode Island, Providence College and Salve Regina will participate in collaborative planning to redesign teacher-preparation programs. Teacher training includes providing general awareness of School to Work to all education majors; incorporating field-study site visits into every methods course; encouraging applied-learning concepts; developing and sharing a directory of business/industry partners; and developing an awareness of school-based education/business partnerships.

Inservice teachers will be provided with industry internships; workshops; and assistance, among other things, with integrated curricula, assessment tools, portfolios and parent involvement.

Evaluation

The designated connecting agent in the five local partnerships will assist in the state's evaluation of the School to Work system in order to revise implementation strategies. The agent will assist local partnerships in completing a self-assessment to track the extent to which they have put in place the basic components of School to Work. Data also will be collected on post-program outcomes of participants.

Special Programs

The Northern Rhode Island Collaborative provides education and job training for students with profound disabilities. The West Bay Collaborative, Chamber Education Foundation and the Trudeau Memorial Center (a learning institution for disabled students) have implemented an internship/employment program with local businesses for special-needs students.

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Source

The Right Direction: School-to-Work for Rhode Island, the Rhode Island State Plan for Implementing a School-to-Work Transition System, 1995.

SOUTH CAROLINA

Overview

On June 15, 1994, the South Carolina General Assembly passed the South Carolina School-to-Work Transition Act of 1994, which put in place comprehensive legislation to establish direction for a School to Work system to equip all students with relevant academic skills, marketable occupational skills and appropriate workplace behavior through revisions in academic and vocational curricula, establishment of career exploration and counseling initiatives and development of apprenticeships, mentorships and workplace experiences.

As a charter member of the Southern Regional Education Board's (SREB) *High Schools That Work (HSTW)* initiative, South Carolina has been at the forefront of career-oriented educational reforms since the late 1980s. The goals and 10 key practices of the *HSTW* effort helped to form the philosophical foundation of the South Carolina School-to-Work Transition Act of 1994. Raising academic standards and providing quality work-based applications for students are the predominant themes of the state's School to Work act. Recognizing the critical importance of industry involvement in educational reforms such as tech prep, the South Carolina Chamber of Commerce worked tirelessly for the passage of this landmark piece of reform legislation.

Education Practices

South Carolina's vision for School to Work:

> *. . . to provide a system through which all students accrue the vital benefits of education, gain practical work-related experience and are empowered to choose and fully participate in education that will lead them to a secure and productive position in the workforce and in the social and cultural life of their communities. This system is a commitment to the goal of an internationally competitive workforce that will sustain a high quality of life for all citizens of the state.*

Students move through a career-relevant education system including awareness, exploration, preparation and application.

Awareness: Elementary students learn about the role of work, the wide variety of occupations and their own uniqueness.

Exploration: Middle school students learn about the relevance of academics and explore career options. A career-guidance plan is mapped out in the 6th grade and revised each year as the student progresses towards graduation. Schools are required to seek parental assistance in the development of the plan.

Preparation: High school students, including adult-education students, participate in a wide range of School to Work opportunities (from "shadowing" to "registered apprenticeships") integrated with their school-based learning.

Application: Students continue their education training at two-year technical colleges, four-year colleges and universities. Guidance and placement activities are assumed by these institutions. Students continue school-based and work-based activities.

An increase in academic standards is required at all levels of School to Work implementation. The School-to-Work Opportunities Act requires the total elimination of the high school "general track" of courses by the 1999–2000 school year. The act further requires all high schools to incorporate a full complement of applied-academic courses into the curriculum. School district superintendents must certify that the applied courses are being taught at the same level of expectations as traditional pre-college (college-prep) courses.

Legislation, Executive Orders, Policies, Studies

1994 The **South Carolina School-to-Work Transition Act of 1994** provides a comprehensive system for upgrading the curriculum, eliminating the unproductive "general track," placing greater emphasis on higher expectations for all students and providing work-based opportunities.

1994 **Curriculum Frameworks**, which provide an *upgraded,* more rigorous and applied K through grade 12 curriculum for South Carolina students, are being developed in the areas of mathematics, foreign languages, visual and performing arts, science, English language arts, health, social studies and physical education. Members of industry across the state are working on teams with educators, parents and other community representatives to design curriculum frameworks in the various disciplines.

1989 **Target 2000** follows the Education Improvement Act (EIA). Educators and policymakers set specific goals intended to raise the educational achievement of students. The EIA and Target 2000 are two reform initiatives among many paralleled on the local levels by schools and communities concerned about the preparation of their children for a productive and secure life.

1984 The **Education Improvement Act** leads to a whole range of activities designed to improve the quality and standards of education. The revenue from a penny sales tax is to be used to define standards, restructure systems and create partnerships.

Coordinating Structure

The governor appoints the **South Carolina School-to-Work Advisory Council**, which represents a broad-based coalition of business and industry and includes representatives from industry, the State Department of Education, the Employment Security Commission, the governor's office, the general assembly, the Commission on Higher Education, the State Board for Technical and Comprehensive Education, the South Carolina Chamber of Commerce, the Urban League, tech-prep consortia, the state transition coordinator for people with disabilities and local school districts. The council members guide, encourage and facilitate actions that enable the School to Work system to be implemented.

The advisory council's role is to work with the various agencies to provide input to shape the development and scope of a statewide initiative, help promote the School to Work system to key employers and education leaders, encourage active participation of employers across the state, identify and recognize exemplary programs and practices and help disseminate general information to interested parties across the state.

The State Department of Education with the South Carolina Employment Security Commission are jointly responsible for implementing the School to Work transition system. Linking education and business/industry in the planning and delivery of work-based programs is a primary goal of state-level leadership.

As a part of the School to Work system, the South Carolina Employment Security Commission works with the State Department of Education, the State Board for Technical and Comprehensive Education and the Commission on Higher Education to assist in the planning and promotion of School to Work opportunities by encouraging potential employers to participate in the work-based learning programs, serving as a contact point for employers seeking information on School to Work activities, providing labor market information relative to supply and demand and non-traditional jobs for women, and promoting increased career awareness and career counseling through the management and promotion of the **South Carolina Occupational Information System**.

The School to Work system is coordinated with South Carolina's **Job Training Partnership Act (JTPA)** delivery system at both the state and local levels.

Regional coordination of the School to Work system is the function of the 16 tech-prep consortia that serve as regional advisory committees. The tech-prep consortia encompass the entire state.

Implementation Strategy

Tech-prep consortia are located in 16 currently existing technical-college service areas. These consortia are composed of school districts, the technical college for the service area, four-year institutions and business and industry representatives. The tech-prep consortia advisory committees serve as regional School to Work advisory councils. These committees consist of more than 50% business and industry representatives who encourage private sector coordination on the regional level.

Higher Education

The local technical colleges, in conjunction with local secondary schools, are developing measures for articulation of high school courses to postsecondary technical institutions, including procedures to enable qualified students to achieve advanced standing in technical college programs. The State Board for Technical and Comprehensive Education and the Council of College Presidents or their designees, through the Commission on Higher Education, are clarifying and strengthening articulation agreements between associate degree and baccalaureate degree programs.

Four-year institutions having teacher education programs must offer courses to equip potential teachers and guidance counselors with skills necessary to integrate career guidance and career planning. These institutions also must train potential teachers in how to use applied methodologies for academic courses. These requirements are based on the South Carolina School-to-Work Transition Act of 1994.

Evaluation

The School to Work system is required by state law to establish a program of accountability for student progress to ensure quality. The program must include a survey of graduates to obtain such information as the rate of hire, starting wages or salaries, wages or salary rates five years after graduation and additional education pursued.

The Labor Market Information Division of the South Carolina Employment Security Commission has developed a comprehensive system designed to assist in the assessment of program outcomes. The **Employment Tracking and Occupational Data System** provides a means of using employer wage records to generate long-term post-program outcome data. The employment status of student graduates can be evaluated to determine wages, duration of employment and job changes over time.

The State Department of Education also will participate in evaluation of School to Work by conducting program evaluations for 20% of the school districts annually, as currently required by federal law, to assess programs of study in local school districts and to make recommendations for program improvement in school-based and work-based learning offerings.

South Carolina assesses students on the achievement of basic skills and determines eligibility for high school graduation through the use of a **state exit exam** first administered in the 10th grade. The exit exam currently does not assess workplace skills. (Pending state legislation is aimed at changing the exit exam to stress the application of workplace competencies and to measure all skills at a much higher level.)

The State Department of Education, with advice from the State School-to-Work Advisory Council, will identify assessment tools to provide educators and employers with information about the skill levels of students. These recommended assessment tools will measure content-based learning and performance-based application and will be used for curriculum-improvement and decisionmaking. These assessment tools will enable the measurement of the student's mastery of both content and performance skills. Implementation of statewide assessment is planned to occur within four years.

Notes

School to Work programs and activities currently are delivered through 91 school districts, 50 high school career centers, 16 technical colleges, 16 tech-prep consortia, 38 job service areas, JTPA service-delivery areas, private industry councils, four-year institutions, chambers of commerce, parents and business and industry leaders.

Eighteen districts are part of the Southern Regional Education Board's *High Schools That Work* network. One of those sites, Swansea High School, is a national demonstration site and an advanced integration model site.

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Source

South Carolina School-to-Work Opportunities System Implementation Proposal, June 1995 and the South Carolina School-to-Work Transition Act of 1994.

SOUTH DAKOTA

Overview

Under the collaborative efforts of the State Department of Labor and Education, the Department of Education and Cultural Affairs and the Governor's Office on Economic Development, South Dakota is building a collaborative framework across already existing state offices. South Dakota's plan is in two parts: building an effective organization to support change, given the state's sparse population, very rural nature and history of autonomy; and building on existing state efforts in implementing the **Fundamental Education Renaissance** (Goals 2000) by merging School to Work and **Fundamental Education Renaissance Panel** into one Education and Workforce Development Council. Joint applications for funding are to be made to this council. The state is seeking to build a comprehensive program for greater career awareness, generate changes in curriculum and teaching, redesign the curriculum to integrate SCANS skills and strengthen integration of academic and occupational learning. Leadership for School to Work is provided by the Department of Labor.

Education Practices

South Dakota's vision for School to Work:

> *. . . students must meet higher standards of performance in terms of traditional goals tied to the basics of reading, writing and arithmetic, but they also need to be able to contribute to and participate in a new level of economic development and social advancement. Students need to be able to solve complex problems that are likely to be encountered in real life situations in the 21st century.*

The South Dakota School Counselors Association has collaborated with the Division of Workforce and Career Preparation to prepare a developmental, competency-based guidance and counseling program model that provides a blueprint for more effective and efficient school guidance and counseling programs in South Dakota. A comprehensive guidance and counseling program aims primarily at making the developmental needs of students a top priority while still responding to students when they have special decisions to make or problems to face.

The comprehensive guidance and counseling program includes sequentially presented guidance activities as well as counseling services that target student growth and development. *The South Dakota Comprehensive Guidance and Counseling Program Model* is comprised of the following four program areas: guidance curriculum, future planning, counseling service and program management.

Career awareness is part of the K through grade 6 curriculum. This is followed by career exploration in grades 7 and 8; exploration and career planning in grades 9 and 10 and career experience in grades 11 and 12. Assessment is conducted at the 3rd, 8th, 11th (SAT) and 12th grades (Academic Skills Assessment, high school diploma and career portfolio).

The **School Transition to Employment Program (STEP)** has developed a competency-based curriculum for instruction in job seeking and keeping skills, first developed by the State Wide Task Force on School-Business Partnerships in 1983. STEP has been revised over the years but still retains the original 76 indicators of employability. These indicators are being incorporated into the SCANS skills.

Fundamental Education Renaissance is South Dakota's Goals 2000 education improvement plan. It builds on the efforts of past education reform. The statewide comprehensive career guidance and career planning model contains a **Career Planning Profile (CPP)** developed by

ACT. This profile is used as a measure of career assessment for 9th grade students. The CPP defines six occupational clusters and promotes the utilization of career portfolios.

The **South Dakota Initiative for Challenging Standards** is funded through the Department of Education to develop content standards. The South Dakota Curriculum Center, in conjunction with DECA and people in the field, is responsible for drafting and reviewing standards and benchmarks for core curricula. The content standards document includes the content areas of fine arts, civics, communication, geography, history and world language. The science standards were developed through the National Science Foundation-Statewide Systemic Initiative (NSF-SSI) project, and the health standards were based on the comprehensive school health program.

South Dakota has two telecommunications networks: the **Rural Development Telecommunications Network**, operated by the State Bureau of Information Technology, DECA, and the **Rural Development Network** (RDE-Net), operated by Technology and Innovations in Education (TIE) and jointly supported by TIE, DECA and NSF. Established in 1992, RDTN is a digital videoconferencing system with 67 studio-classrooms in 60 communities; it currently offers 21 university credits. RDE-Net provides access to the Internet.

South Dakota is in the process of developing a system of **One Stop Career Centers**, which combine career learning strategies and job service opportunities.

Legislation, Executive Orders, Policies, Studies

1990 The **Governor's Action Commission on Education**, part of Governor Mickelson's strategic initiative for achieving the national goals in South Dakota, issues its final report, *Transformation of the K-12 System in South Dakota*. With heavy representation from business and industry, the commission sets the mission, approach and action plan for higher standards of performance with focus on economic and employment issues.

The commission reinforces or lays the groundwork for a series of systemic initiatives for school reform and workforce training. These include, among others, the South Dakota Modernization Project, Fundamental Education Renaissance-Goals 2000 School Improvement Plan, JTPA, tech-prep programs and career guidance and planning.

Coordinating Structure

Governor William Janklow plans the consolidation of the Workforce Development Council with the Goals 2000 Panel. This joint panel, the **South Dakota Education and Workforce Development Council**, will consist of the governor (or designee); the secretaries of labor, DECA, human services, social services, health, corrections and unified judicial system; the chief state school officer; commissioner of the Governor's Office of Economic Development (GOED); executive director of the Board of Regents; representation from the State Board of Education; directors of JTPA, vocational education, special education vocational rehabilitation; business and industry; local school educators and administrators; postsecondary institutions; tribal and native American leaders; legislative representatives; and the State Insurance Commission.

The state will design a **Collaborative Management Team**, which will include the director of JTPA and Youth Programs (DOL), director of curriculum and instruction and school Improvement (DECA), director of vocational education (DECA), director of special education (DECA) and the director of training and education (GOED). This Collaborative Management Team will provide oversight, training and administrative support to an "expert pool" at the state level who coordinate statewide initiatives related to the implementation of the School to Work system. The team also will determine the resources that can be redirected for local support teams.

The expert pool constitutes the **State Support Team**, composed of the state School to Work coordinator, two JTPA youth program specialists, the school improvement coordinator, the NSF-SSI curriculum coordinator, Title I migrant and English as a second language director, the Indian education director, the statewide tech-prep coordinator, the statewide vocational-guidance coordinator, the statewide equity coordinator, the statewide secondary transition specialist and the GOED Gold (Guide to Opportunities for Local Development) community coordinator.

Local Support Teams are comprised of individuals, persons in positions assigned to provide technical assistance and support directly to local school districts, postsecondary technical institutes and individual community representatives. The state will provide funds to local sites to be applied for in a joint process for Goals 2000 and School to Work implementation.

Implementation Strategy

South Dakota has designated the entire state as a single service delivery area for JTPA. Similarly, there are no defined regions in the areas of educational delivery. Under School to Work, local partnerships will define their own coverage area. The state request-for-proposals asks local implementation sites to apply for funds in a joint process for School to Work funding along with Fundamental Education Renaissance activities.

Higher Education

South Dakota intends to continue coordination with the Division of Workforce and Career Preparation, postsecondary technical institutes and regential institutions toward formal articulation agreements, opportunities for dual credits and competency-based measures for entrance and awarding of credits. The executive director of the Board of Regents serves on the **South Dakota Workforce Development Council**, which planned the state School to Work program.

Evaluation

South Dakota will use an external evaluator to assist with systematic assessment of the processes and outcomes of the system and local applications. Both quantitative and qualitative data will be collected. A management information system will be designed to track and compile information regarding program effectiveness and student participation.

Performance indicators and outcomes include the following: records of council, workgroup and advisory committee meetings; regional and statewide events; completion of team workplans; achievement of goals of state support systems; records of local partnerships; involvement of employers, stakeholders and worksites; duration and success of partnerships; development of local content standards and assessments; results of measurement at 3rd, 8th and 10th grades; levels and type of career-awareness activity; awards of **Certificates of Job Readiness** and **Certificates of Entry Level Skills**; reduced rates of dropout; level of participation in career awareness and exploration activities; completion of career portfolios; and focus groups for community opinions.

Special Programs

Three local implementation sites in Western South Dakota have formed the **Black Hills Partnership**. This partnership received a federal urban-rural opportunities grant in January 1995. Much of what was learned in this project has been incorporated into the state plan.

The **South Dakota Rural Entrepreneurship for Action Learning** has been developed for rural school systems and communities where good, high-salary jobs are often not available. In this program, students start their own businesses.

The **NSF-Statewide Systemic Initiative** is a federal grant program to develop standards, benchmarks and curriculum frameworks in mathematics, science and technology.

Both School to Work and tech-prep initiatives require many systemic changes to occur to provide all students with integrated, competency-based curricula, application-rich instruction, coherent sequences of courses and/or work experiences and an articulated variety of postsecondary opportunities. Therefore, the Department of Labor and the DECA Division of Career and Workforce Preparation have signed a memorandum of understanding. This partnership is formed to systematize the education and employment training in South Dakota. The activities described below illustrate the implementation of School to Work-Tech Prep. In every funded community, employer partnerships oversee and direct the local activities.

At the state level, the Workforce Development Council, which consists of 66% private employees, governs and directs the state School to Work activities. This past year, the Industry and Commerce Association (ICA) has been instrumental in recruiting employers, chamber of commerce members and economic development directors. ICA has helped market School to Work-Tech Prep by publishing articles in its newsletter and providing time for technical assistance at its council meeting as well as during Business Day at the Legislature.

Many communities are implementing "**Teachers Externship**," a business and education summer exchange program. A "how to," manual is being printed to assist in developing this program between educators and employers in the communities. Teachers and the business employees work together at the worksite for several days, which is followed by joint curriculum development. As teachers integrate occupational skills into the academic curriculum, students are motivated to learn because they see the "why" (relevance) to what they are learning.

The Department of Labor (DOL) in cooperation with the Bureau of Apprenticeship has provided training for School-to-Registered Apprenticeship program developers. Currently, DOL has 67 people across the state trained to write apprenticeship programs. This provides a

School to Work pathway for students who wish to go directly into the workforce. This pathway also provides a means for interested 16-year-olds to train in occupations traditionally held for 18-year-olds.

In summary, the state of South Dakota, through the wise use of planning funds, has implemented School to Work-Tech Prep activities. These activities have included:

School-Based Activities

- K-12 curriculum activities
- Curriculum organized around broad career clusters
- Model Comprehensive Guidance and Counseling Program
- Integrated Academic and Vocational Curriculum
- SCANS skills as part of student assessment

Work-Based Activities

- Industry-Education Alliance Interdisciplinary instruction
- Worksite learning such as internships
- Job shadowing
- Mentoring
- School-to-Registered Apprenticeship
- Teachers in Industry
- SCANS skills as part of student assessment

Connecting Activities

- Collaboration between agencies
- Articulation agreements between secondary and postsecondary
- Alliances between community-based organizations
- Increased involvement of career planning with parents

Notes

South Dakota is a right-to-work state so little attention had been given previously to apprenticeships. Since 1994, a number of individuals have been certified as School-to-Registered Apprenticeship Coordinators.

South Dakota has 178 independent public school districts, 19 BIA-funded schools, 40 non-public schools, 30 public and private special education schools, six vocational multi-districts, 11 education cooperatives/service units, four postsecondary technical institutions, two tribal community colleges, seven state-operated universities, seven private colleges or universities and two tribal colleges.

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Source

School-to-Work, South Dakota, June 1995.

TENNESSEE

Overview

Tennessee does not have comprehensive School to Work legislation in place at the present time. The state's geography makes it difficult to develop a statewide School to Work delivery system. Although the State Department of Education, the State Department of Labor and the community college tech-prep consortia have provided inservice training and served as catalysts, most partnerships have been developed at the local level. Eight local level partnerships have been organized around industry-specific working groups that have identified training needs and participated in the design of the School to Work program for their respective communities and regions. However, comprehensive educational reform legislation has been passed, paving the way for development of a strong technical curriculum that should set the tone for future School to Work and workforce development legislation.

Education Practices

Starting with the 1994 school year, 9th graders are required to complete a 14-unit academic core requiring a minimum of three math and three science units for graduation. Students can choose an academic path, a technical path or a dual path to fulfill the 20-unit graduation requirement.

A proficiency test measuring math and language skills is required for graduation. Beginning with the 1996 graduating class, an exit exam is required. The state presently is using SAT or ACT *Work Keys* as the exit exam.

Curriculum frameworks are being developed by the Department of Education and these reflect the standards of national groups such as the National Council of Teachers of Math, National Council of Teachers of Science and National Council of Teachers of English.

These frameworks will become the basis for development of the state assessment program, while providing leverage for local school district curriculum development.

Legislation, Executive Orders, Policies, Studies

1991 The **Education Improvement Act** raises academic standards and provides funds from sales-tax increases to flow to local schools. The legislation also adopts a very complicated assessment program with a high degree of accountability for school districts.

1994 **HB 2677** approves $45 million in bonds to upgrade facilities and equipment at postsecondary area vocational centers. These centers become known as "Tennessee Technology Centers."

Coordinating Structure

Under the present planning grant, the departments of education and labor are the coordinating structure for inservice and technical advice.

Implementation Strategy

Currently, the implementation system involves the departments of education and labor and the community college tech-prep consortia. The opportunity for a state and local implementation system may evolve from the workforce development plans presently being formulated. There also exists the possibility of regional business alliances that would lead School to Work initiatives in their regions.

Higher Education

The state's 14 community colleges and 26 technology centers and universities are serving 90% of the state's 351 high schools. Over 1,770 articulation agreements have been put in place.

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Source

State Initiatives in School-to-Work: A Working Paper, Southern Regional Tennessee School-to-Work Office, March 1996.

TEXAS

Overview

Texas has comprehensive legislation consolidating workforce development programs, including School to Work under the Texas Workforce Commission; however, it does not prescribe any details concerning School to Work. Combined with the recent passage of education reform legislation, efforts by the Texas Education Agency to raise academic standards in high schools and the work of 25 tech-prep consortia, most components of a comprehensive School to Work system are in place. The Texas Council on Workforce and Economic Competitiveness, which serves as the state's Human Resource Investment Council, advises on policy and oversight for School to Work in the state. The Texas Workforce Commission will administer all of the programs. Texas has received a grant from the federal Department of Labor to implement one-stop career centers.

Education Practices

The Texas Council on Workforce and Economic Competitiveness (TCWEC) and the Committee on the Design of Apprenticeship and Career Pathways Programs for Youth, both created by the legislature and composed of stakeholder representatives, worked with state agencies and other entities to design the state School to Work transition system. These committees worked with an interagency team to prepare the state's School to Work plan. This plan includes the Texas vision:

> *Texas is committed to developing a comprehensive, coherent school-to-work system that engages all youth in the life-long acquisition of knowledge, skills and attitudes necessary to pursue meaningful, challenging and productive career pathways into high-skill, high-wage jobs.*

To support the development of a highly skilled workforce, the legislature created the **Smart Jobs Fund**, an economic development tool to support the expansion of Texas businesses that promote high-skill, high-wage employment in high-technology industries. This fund (approximately $29 million in 1996) is supported by revenues of one-tenth of one percent of the state's unemployment insurance tax. The fund provides direct grants to Texas businesses to train and retrain their workers.

Wide public input was solicited on a statewide curriculum to determine what Texas students should know. Students are tested on this curriculum with the criterion-referenced **Texas Assessment of Academic Skills (TAAS)** exams. Reading and mathematics are tested at grades 3 through 8 and again at 10 and writing at grades 4, 8 and 10. The State Board of Education has raised academic standards for all students. Each school is assessed through a performance-based report card called the **Academic Excellence Indicator System**. Texas does not label any courses as applied; if an applied-algebra course meets the same content and student competency standards as Algebra I, it is called Algebra I.

In 1993 and 1994, the State Board of Education substantially raised academic standards for all children by eliminating all below-grade-level courses, adopting a recommended graduation program that exceeds minimum graduation requirements and elevating the required exit test scores for graduation. The state plans to require all School to Work pathways to have a paid work-based learning component. Although the Texas Education Agency recommends eight broad occupational clusters, career majors are individualized to schools and not fully portable as yet.

Legislation, Executive Orders, Policies, Studies

1995 **HB 1863 (Appendix A, amending the Labor Code [Texas welfare reform, Article 11, Section 11.02])** establishes the Texas Workforce Commission (TWC) to operate an integrated workforce development system through the consolidation of job training, employment and employment-related educational programs, including School to Work. The commission is headed by three governor-appointed commissioners representing workers, employers and the public. The commission is to work actively to build strong business sector involvement in agency activities.

The bill retains the Texas Council on Workforce and Economic Competitiveness (1993) as an advisory body to the governor to plan and evaluate the workforce development system including School to Work, but the membership is reduced from 42 to 20 (three education, five organized labor, five business and industry, two community-based organizations and five ex officio-chairs of TWC, State Board of Education, Higher Education Coordinating Board, Texas Board of Human Services and Texas Department of Commerce Policy Advisory Board). Attached to the governor's office for administrative purposes, the council is charged with developing a state strategic plan that establishes the framework for the budgeting, operation, monitoring and evaluation of all workforce development programs including School to Work transition programs.

The bill also establishes an employer-led **Texas Skill Standards Board** to advise the governor and legislature on the development of a statewide system of industry-defined and industry-recognized skill standards and credentials. (Appointed by the governor, the board is composed of seven representatives from business, two from labor, one from secondary education and one from postsecondary education.) The bill also establishes a **Skills Development Fund** from state revenue (estimated $25 million for the first year) so that community and technical colleges can provide customized assessment and training for business and industry in a timely and efficient manner.

Senate Bill 1 rewrites the state's education code by directing the Texas Education Agency to continue revising the curriculum framework to incorporate the skills and knowledge students must demonstrate and to continue to include employer input in this process. The bill also establishes a **Center for Educational Technology** and directs the Texas Education Agency to design and implement a telecommunications system for distance learning.

1993 **SB 642** creates the **Texas Council on Workforce and Economic Competitiveness** to provide for one advisory body at the state level to plan, oversee and evaluate all workforce development programs in the state. The council served as the state's Human Resource Investment Council. The 42-member council merges the State Job Training

Coordinating Council, the Texas Literacy Council, the Texas Council on Vocational Education and the Texas Apprenticeship and Training Advisory Committee.

Local chief elected officials are given the option of consolidating existing local governance and advisory structures to form local workforce development boards. The role of these boards is to set a strategic direction and develop a coherent, integrated workforce development system that will provide area employers with a highly skilled workforce. The board also may serve as the School to Work partnership.

SB 367 (Workforce Development Initiative for Youth) authorizes the creation of the Committee on the Design of Apprenticeship and Career Pathways Programs for Youth to recommend the design of a School to Work transition system. The design committee advises the Texas Council on Workforce and Economic Competitiveness. The design committee is composed of three representatives each from employers, labor, high school teachers, postsecondary faculty and the general public. The state director of the Bureau of Apprenticeship and Training may be an ex officio, non-voting member.

Senate Bill 7 charges the commissioner of education to use public input to revise curriculum frameworks, which describe the content that must be taught in each subject area. The bill also mandates a performance-based assessment system to measure students' mastery of learning outcomes. The **Academic Excellence Indicator System** also is created to tie school district evaluation to student performance.

1992 The Senate Interim Committee on State Affairs, the Comptroller of Public Accounts and the State Job Training Coordinating Council all release reports supporting the development of an integrated workforce development system as a key to state economic development. All studies recommend the creation of a Human Resource Investment Council and consolidation of workforce development programs into a new state agency.

Coordinating Structure

School to Work is viewed as the foundation of the state's integrated workforce development system. On June 1, 1996, the administrative responsibilities for school-to-work are scheduled to pass from the Texas Higher Education Coordinating Board (THECB) to the Texas Workforce Commission (TWC) as directed by HB 1863.

The Texas Council on Workforce and Economic Competitiveness provides strategic planning and evaluation. An interagency team including TWC, the governor's office, the education agencies and others, sets policy and provides coordination.

Implementation Strategy

The bases for the geographic areas served by local partnerships are the governor's 24 planning regions, established as economically integrated areas consistent with labor market areas as defined by the 1990 census. Twelve of these areas have been funded with School to Work planning funds. Four have received direct federal School to Work grants.

The workforce commission is responsible for putting in place a system for workforce development boards at the local level. Once established, these local boards assume the responsibilities of the private industry council, quality workforce planning committee, job service employer committees and general vocational program advisory committees. The boards must establish one-stop career centers for labor market information, eligibility determination, assessment, case management and client referral.

A three-tiered competitive funding strategy is planned to ensure that every region of the state that submits an application meeting minimum selection criteria will receive some level of assistance.

Higher Education

The Texas Higher Education Coordinating Board, with significant employer direction, was involved in initial planning for School to Work. The board will contract with a firm to conduct a statewide marketing campaign, supported partly from tech-prep funds and partly from school-to-work funds.

Well-established, six-year tech-prep course sequences have been developed by high schools and colleges in the state. Through a network of 25 regional consortia, agreements have been signed and approved by 59 community colleges and 580 school districts. These consortia served 150,000 students in 1995. Tech-prep agreements led to 376 approved associate of applied science programs. The Higher Education Coordinating Board is developing a workforce education common-course manual to facilitate credit transfer across all community and technical colleges.

Evaluation

To promote a "system" as opposed to an individual program approach, TCWEC proposed and the governor approved, core measures to assess the effectiveness of Texas' workforce development system. These measures fall into broad categories:

- Labor market results (placement, wage rates, employment retention)
- Learning results (educational achievement, skill attainment, program advancement)
- Customer satisfaction (employee, client, employer)
- Access and equity is an additional measure.

A consumer report card is being designed to measure performance of education and training providers. Outcome data will be collected through the State Occupational Information Coordinating Committee's automated follow-up system using the unemployment insurance wage records.

The first post-program update for school-to-work and other program participants is scheduled to be available in June 1996.

Special Programs

Using Carl D. Perkins funds, the Texas Education Agency selected 12 pilot sites to implement the Southern Regional Education Board's (SREB) *High Schools That Work* academic-vocational integration model. Another 13 were funded to implement a model developed by East Texas University.

The Health Careers High School of the Northside Independent School District in San Antonio provides college-preparation-level academics while helping students explore health careers. All academic courses integrate medical and health issues into the course content. Much of the student learning takes place in clinical rotations through several departments in seven area hospitals. Ninety-six percent of the graduates are enrolled in two- or four-year colleges or universities and 76% are working in or pursuing certification in a health field.

The Upper Rio Grande Tech-Prep consortium has developed tech-prep articulation between high schools and registered apprenticeship programs in plastic injection molding, tool and die and automotive maintenance. High school students start their apprenticeships either while in high school or immediately after. Related instruction in the apprenticeship programs includes college-level mathematics, science and communications.

Several skill standards projects are in progress at Texas colleges, which will assist the new Texas Skill Standards Board.

Notes

Texas received $7.1 million in first year Goals 2000 funds for its "Academics 2000" initiative. A main component is the establishment of minimum content and performance standards. While this plan has not been adopted yet in the state, implementation of School to Work over the next five years will support the draft benchmarks and timelines of the 2000 initiative.

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School-to-Work Texas: Texas' Proposal for a School-to-Work Implementation Grant, June 1995.

Texas Council on Workforce and Economic Competitiveness, *The Changing World of Work: A Strategic Plan for Building a World-Class System for Workforce Education and Training*, June 1994.

UTAH

Overview

Utah has been involved with education reform legislation and initiatives since the 1980s. These include skill certification, counseling and guidance, core curriculum, performance standards and school reform. Utah plans to create model demonstration sites in each of the new regional local partnerships and then roll these models out to regions as they are ready. The system is built on the concept of an "education cone": a system envisioned as students feeding into high schools from feeder schools and on to postsecondary education. Plans call for Student Educational Occupational Plans (SEOPs) to articulate with other plans and be transferable throughout the School to Work system. Utah is implementing the SCANS competencies and Goals 2000 standards and assessment. Utah views secondary school educators, businesses and postsecondary institutions as primary stakeholders. Utah received $2.4 million in 1995 under the School-to-Work Opportunities Act.

Education Practices

Utah's vision for School to Work:

> *. . . to foster systematic change resulting in statewide education and training strategies which provide flexible, seamless opportunities for each student to participate in appropriate education and training, leading to skills necessary for successful transition in high-skill, high-wage, meaningful employment, lifelong learning and community involvement.*

Utah has identified guidance as a key connecting activity for the School to Work system. A comprehensive guidance system was statutorily established in 1993 and has been recognized nationally. Career awareness and exploration is encouraged in K through grade 6 to lead to the development of a **Student Education Plan** (SEP), which will indicate a general definition of broad education and career goals. In middle school, students define career paths, with career majors no later than the 9th grade.

Utah has developed the **Technology, Life and Careers** program for the middle grades. This program is required of all junior high school students and helps students explore their abilities, interests and career goals. This program has been nationally recognized and is in place in 98% of Utah's schools.

In the 9th grade, students begin to focus on a **Student Educational Opportunity Plan (SEOP)**, which takes their strengths, weaknesses, interests, aptitudes, prior educational experiences and relates them to occupational clusters. The SEOP includes career counseling, guidance and educational programs; parents and students review this plan semi-annually. Each student is encouraged to identify a specific occupation by the beginning of the 11th grade.

Special education students have **Individualized Education Plans** and non-special education disabled students have 501 plans. Disabled students develop an **Individual Service Plan** and **Individual Program Plans** through the Division of Services of People With Disabilities. Job

Training Partnership Act (JTPA) students have **Individual Service Strategies**; at-risk and disadvantaged students reentering through the skill center have **Educational Development Plans**. Utah has a new initiative of $4 million for highly impacted schools for special education.

The Board of Education has adopted a "Life Skills" program that includes the SCANS competencies. In 1987, Utah began to implement standards by publishing **a core curriculum** series. The state core curriculum includes, where applicable, standards established under Goals 2000. The state's **core assessment** program includes 36 elementary end-of-level criterion-referenced tests and 28 volumes of test item pools. Each test results in an individual student profile. A **skill certification** program was implemented in the 1994–95 school year in several occupational areas.

Student opportunities for career preparation include career academies, cooperative education and apprenticeships. The **Business Community Education Partnership (BICEP)** was founded in 1975 as a cooperative project involving four school districts. BICEP services have reached 220 schools and involved partnerships with 2000 businesses. Offerings include job shadowing, speakers, unpaid internships, apprenticeships, part-time and summer work opportunities and after-graduation placement.

Employers participated in creating the **Critical Work Place Skills Curricula.**

Legislation, Executive Orders, Policies, Studies

1995 The legislature appropriates $3.5 million to be directed to "performance measures" of skill certification and career major placement.

UCA.53A-1a-101:304, the **Utah Strategic Plan for Educational Excellence** commits the state to preparation of its citizens for global competition and for a skilled workforce. The plan serves as the state's Goals 2000 plan (Utah is one of only three Goals 2000 implementation states). The keys to Utah's School to Work system are articulation, integration, professional development, technology and outreach. All students are to receive instruction that includes the SCANS competencies.

1994 The **State Job Training Coordinating Council (SJTCC)** is created as a result of the governor's coordination and special services plan, to coordinate case management efforts among all state agencies and to articulate service plans. The council oversees JTPA and related programs and, through its coordination committee, coordinates with and advises other state agencies. The council includes business, state and local governments, community organizations, labor, elected officials and legislators.

The **Custom Fit and Short-Term Intensive Training** program, a nationally acclaimed state-sponsored program developed by the Utah Department of Community and Economic Development, is created to draw business and industry to the state through education and training incentives.

Skill Certification is implemented in the general areas of health, marketing, agriculture, family and consumer sciences, technology, technology and industrial occupations. All certificates reflect national standards and SCANS competencies. The legislature appropriates $3.5 million for "performance measures" starting fiscal year 1995-96.

1993 **Apprenticeship-CA$H (Career Apprenticeship $tarts Here)** is developed. Currently, there are 70 local CA$H coordinators, with 90 apprentices in over 40 different occupations. The legislature has appropriated $405,000 with the goal of serving 13% of high school students. This program has been supported by state labor and apprenticeship programs.

The legislature establishes **Centennial Schools** that must include site-based management, performance goals and evaluation measures for students and strategies to involve business.

The governor's **Technology 2000 Initiative** begins, designed to develop the information highway for Utah.

1992 **Utah Systemic Change Initiative**, which restructures the mathematics and science curriculum, is expanded to the core curriculum.

1991 The **Comprehensive Counseling and Guidance Program** is implemented and, in 1993, funded by the legislature.

Legislature enacts **FACT (Families and Agencies Coming Together)** to foster collaboration among education, health and human service agencies to meet the needs of K through grade 3.

STUDY (Systematic Transition for Utah's Disabled Youth) begins.

The **State Plan for Education of Homeless Children and Youth** is revised.

1988 **Utah's Master Plan for Services for Students at Risk: From Prevention to Remediation** is developed by a team representing 18 state agencies, secondary and postsecondary education, a regional education lab and parents.

Coordinating Structure

Utah plans to use existing state, regional and local infrastructure for coordination. Since 1987, each region has had to work collaboratively with education, employers, local agencies and community-based organizations in order to build a technology plan. These local partnerships will be expanded.

The State Job Training Coordinating Council, created by legislation and appointed by the governor, provides oversight and coordination for the implementation of School to Work through its **State Job Training Coordination Committee**. The coordination committee includes the superintendent of education, commissioner of higher education, administrator of the department of employment security, executive director of human services, executive director of the councils, a legislator, organized labor, community organization and the governor's office (ex officio). The State Board of Regents and State Board of Education play significant roles in management, policy and coordination.

The state has formed a **School to Work Committee,** including representatives from the coordinating council, governor's office, Utah Education Association, the job service employer committee, parents, minority groups, labor and researchers. The School to Work committee provides the operational management and leadership to the state system. A state **School to Work Standards Committee** has been organized as an implementation committee utilizing members of the state committee and each of the nine regional School to Work coordinators. The standards committee and regional School to Work committees report to the state School to Work committee.

State agencies have developed partnerships to avoid duplication of services. These include **FACT** and **STUDY** and **One Stop Career Centers**. The **Joint Liaison Committee** is a joint committee of the State Board of Education and the State Board of Regents.

The **Regional Applied Technology Education Planning and Coordinating Committee** also is a joint committee of the State Board of Education and the Board of Regents. This committee submits regional plans to the Joint Liaison Committee.

The **Utah Partnership for Education and Economic Development** serves as a clearinghouse and source of technical assistance for education-business partnerships. Currently, this partnership supports "adopt-a-school" programs for elementary schools; plans call for this to be expanded to the secondary level.

Implementation Strategy

Utah is divided into nine regions. Each region currently receives funding to facilitate School to Work efforts by preparing for implementation "readiness." Each region will identify education sites or models for the first year in the implementation plan. Approximately 15 of Utah's 100 high schools will be in implementation in year one.

Higher Education

Utilizing the new **Strategic Plan for Higher Education**, the Utah Board of Regents will expand the role of higher education in School to Work activities. They will work on articulation, dual credit, collaboration, career guidance and public relations. All institutions will be represented through regional School to Work committees.

Postsecondary curriculum at two-year institutions and Applied Technology Centers (ATCs) have converted some curricula to Competency-Based Education (CBE). CBE curricula for applied technology is using industry resources to furnish skill tasks and competencies through a **Developing A Curriculum (DACUM)** process. All CBE utilize national and industry skill standards.

A **Joint Liaison Committee of the State Board of Education** and **the State Board of Regents** has been created and includes representatives from business and industry. The committee is addressing issues of public awareness and understanding, pre-assessment and guidance, curriculum, placement, performance monitoring and training-needs assessment.

Utah has a system of **Applied Technology Centers** that serve high school students, adult vocational students, displaced workers and unemployed individuals. These centers are articulated with secondary and postsecondary institutions, sometimes more successfully than between secondary and postsecondary institutions.

The **Skills Center**, a division of Salt Lake Community College, works with disadvantaged and at-risk students. The **Center for Rural Life** and the **Utah Rural Development Council**, located at Southern Utah University, provide leadership and outreach to rural areas, addressing the needs of economic development, education and health.

The state's **Technology 2000** initiative specifically mandates that the postsecondary education core curriculum, including some 40 fully articulated courses, be developed for distance education delivery. The Board of Regents is in the process of receiving faculty proposals to develop the curriculum.

The state has a very strong concurrent enrollment program whereby high school seniors can graduate with a full year of college credit.

Evaluation

Utah will design a statewide system of standards and measures. This will include local and regional partnership self-evaluation, a common data collection system for all agencies, assessment of Life Skills-SCANS skills, data from skill-standards certification and data from the placement accountability system.

Special Programs

Utah will build on the experience of the comprehensive guidance program, where all students in the state have student education plans and career paths. Other models, including career academies, the CA$H Apprenticeship Program and internships will be replicated.

Notes

The statewide area network, **UTAHNET**, links state agencies; **Utahlink** (a part of UTAHNET) links all postsecondary institutions and 99 secondary institutions.

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Source

State Implementation Grant: The State of Utah, June 19, 1995.

VERMONT

Overview

Vermont has special advantages and challenges because of its small population: 80% of its businesses employ less than 10 people each, and its education budget is heavily reliant on local funding. The University of Vermont and the Vermont state colleges have separate boards, very low state support and some of the highest public tuition in the nation. The School to Work initiative is overseen by the state's Human Resource Investment Council and is focused on developing K through grade 14 opportunities at the regional level. Vermont has been working with portfolio assessment for over five years.

Education Practices

Vermont's vision for School to Work:

> *A comprehensive system . . . that enables all Vermonters to have meaningful work, contributing to their own quality of life and to the well-being of the community. A strong link between education and economic development creates a workforce capable of competing on a global level. The quality of the workforce is demonstrated by a strong, sustainable climate for work, new avenues for business development and diverse employment opportunities. The system is built by communities and regions according to a statewide design. Flexibility and adaptation to change are important elements of the system, which integrates long-range planning linked to education reform, labor market forecasting, public policy development, new technology applications and restructuring in the workplace. The School-to-Work System is an integral part of a larger system meeting the continuing education and workforce participation needs of individuals, communities and the state.*

The **Vermont Common Core of Learning** provides the common baseline of performance for all K through grade 12 students. Writing and mathematics skills are assessed at the 4th and 8th grades and student accomplishment is measured through a **portfolio assessment system** that includes a career preparation plan and competency documentation. The state is focusing on building a **K through grade 14 system** and exploring the concept of 11th and 12th grade students selecting career majors once they receive the Certificate of Initial Mastery or at the end of the 10th grade.

In K through grade 4, focus is placed on developing self-worth, building initial career awareness and developing productive work habits. In grades 5 through 8, focus is placed on continuing self-understanding and the development of transferable skills in thinking, reasoning, problem solving, communications and technology. Career exploration leads to understanding of career pathways. In grades 9 through 12, students work towards the attainment of the Certificate of Initial Mastery and acquire the skills needed for specific careers and further study after graduation.

Students are encouraged to develop career majors and work-based learning opportunities in target areas with the greatest success potential in Vermont. The state built its first one-stop career centers in Burlington in 1992. Secondary vocational education is offered through regional technical centers across the state. Vermont has industry-certified secondary school programs in 16 different occupations; others are being reviewed.

Vermont has a number of ongoing programs that promote work-based learning. These include **Vermont Learn and Serve**, which engages students in service learning activities; **Education for Youth Employment**, which provides job opportunities to disadvantaged and handicapped students; the **Vermont Initiative for Mentoring,** sponsored by the Vermont Chamber of Commerce/Business Education Partnership, which links business and community mentors with students to support their personal and career planning process; and **Jobs for Vermont's Graduates**, which offers a range of experiences from job shadowing to paid internships; the latter was originally for at-risk students but is now open to all students.

Legislation, Executive Orders, Policies, Studies

1995 The Human Resource Investment Council produces *Advancing Vermont's Workforce*, which establishes "regional focus" as one of four key principles for the state's workforce education and training system.

Legislation authorizes **Workforce Investment Boards** in 12 regions of the state, generally based on labor market regions. These boards mirror the membership of the Human Resource Investment Council at the regional level.

1994 **S.222 (Vermont Student Apprenticeship Program)** is passed. Developed collaboratively by the State Department of Education and Jobs for the Future, with support from the Pew Charitable Trusts, the program is a two- to four-year program articulated with multiple pathways to postsecondary education.

The Board of Education produces *The Green Mountain Challenge: High Skills for Every Student; No Exceptions, No Excuses*, the board's strategic plan for reform, which includes the **Vermont Common Core**.

1993 Governor Howard Dean creates the Human Resource Investment Council by executive order; he later signs the **Economic Progress Act**, which establishes by statute the

Investment Council and also the **Economic Progress Council**, which is charged with creating jobs in growth and emerging industries.

The Economic Progress Council produces the report, *A Plan for a Decade of Progress: Actions for Vermont's Economy*, which identifies three goals for Vermont's economy: achieving full employment by 2004; increasing the average wage in Vermont to 100% of the national average by 2004; and establishing an infrastructure for sustainable economic development that includes investment in education, health care and the environment.

1991 Governor Dean and a joint legislative committee establish the **Task Force on Workforce Education and Training** in response to the need to restructure workforce training programs in the state. The task force recommends the creation of a Human Resource Investment Council to organize and oversee a coherent and effective system and the creation of a comprehensive economic development plan.

Coordinating Structure

Oversight, governance and management for School to Work is provided by the Vermont **Human Resource Investment Council**, which includes business and labor leaders, legislators, representatives from the Vermont state colleges, state government agencies and the governor's office.

The council will appoint an expanded public-private work group to be responsible for operational guidance and coordination.

An **interagency School to Work support team**, composed of key managers and program directors from various state agencies, the University of Vermont, the Vermont Students Assistance Corporation and various schools, acts as a direct support network for School to Work.

Vermont's Goals 2000, School to Work and Human Resource Investment Council initiatives are intricately linked. The governor-appointed liaison to School to Work chairs the School-to-Work Public-Private Work Group, staffs the Goals 2000 panel and represents the governor on the Human Resource Investment Council.

Implementation Strategy

Regional partnerships align with the regional organization of the state's workforce investment boards. The state's labor market regions are being used for School to Work implementation. School to Work is available to all Vermonters who have not earned an associate's degree. Schools, technical centers, adult basic education, colleges, Department of Employment and Training offices, employers and others work together in regions to coordinate career counseling, literacy and basic skills instruction and occupational skills training.

Higher Education

Postsecondary schools, high schools and technical centers are developing articulation agreements for sequential skill development. Options for postsecondary credit toward degrees are available.

Tech-prep programs have been in place for five years and now serve about 15% of the students. Two state tech-prep consortia have been established, involving the 16 regional technical centers. One consortium includes the Vermont state colleges (Vermont Technical College, Community College of Vermont, Lyndon State College, Castleton State College and Johnson State College). The other involves Champlain College in Burlington.

Evaluation

Vermont has developed common indicators of performance to be used by the School to Work initiative. These indicators describe attainment of common core standards, obtaining the Certificate of Initial Mastery and a high school diploma and job placement, retention and earnings. Summative evaluation of partnership operations, successes and failures will be collected every six months. The Vermont Chamber of Commerce will help with identifying a process for employer input.

Special Programs

Several prototype workforce investment boards have taken School to Work as their initial focus. They now are operating through grants and technical assistance provided through the School to Work initiative. In all, 14 School to Work regional partnerships are in operation.

Thirty-nine schools participate in the New American Schools Network as part of the consortium, the National Alliance for Restructuring Education. These schools provide leadership in building regional School to Work partnerships and are deeply involved in many of the School to Work planning activities.

Notes

Vermont received a federal planning grant in 1994 to create one-stop career centers in each of the Department of Education and Training's 12 regional offices.

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Source

Vermont's School-to-Work Implementation Plan and Application for Implementation Funds, June 1995.

VIRGINIA

Overview

Virginia has developed three major themes in its plan for transition-to-work initiatives for students who wish to participate. The first theme involves after-school "apprenticeships," internships, or employment experiences. The second is full-fledged mentoring programs. The third is scholarships for postsecondary education and training for at-risk students who stay in school, graduate, stay clean of drugs and otherwise remain out of trouble with the law. Virginia also has a strong history of registered apprenticeship programs dating back over 50 years. These programs currently serve over 12,000 students in the state community college system and in private and government shipyards. Virginia currently is working with a $330,000 School-to-Work Planning and Development Grant.

Education Practices

The after-school apprenticeships in Virginia's School to Work initiative are designed to help students develop job skills and serve as a laboratory of work-based learning that complements what the student learns in both academic and technical courses during the school day. The student can then take back to school a greater understanding of the relevance of the courses he is taking in school and how they will help him both obtain and hold down a good job.

Virginia's second theme involves true, full-fledged mentoring programs in which mentors do academic tutoring, allow students to accompany them frequently on the job and develop a strong personal relationships with students off the job and outside of school. Students need to know their mentor cares about them as a person, and "at-risk" students, particularly, need to know that this adult is someone who will be there to help them in all sorts of circumstances.

A key aspect of Virginia's School to Work initiative is that it does not reduce the amount of time spent on core academic subjects during the regular school day. Business leaders indicate that they need employees who can read with real comprehension, write clearly and correctly and do basic mathematical computations. Students in Virginia's School to Work plan must meet the same high academic standards in the basic subjects of English, math, science and history as all other students. Virginia is tying the School to Work initiative to the overall theme of high expectations for student academic achievement and the new high standards of learning in English, math, science and history that were established in 1995. Such programs will graduate the sort of employees that employers across Virginia want and that will spur economic development in the commonwealth by attracting businesses to relocate into the state.

The third key theme for School to Work initiatives in Virginia includes providing scholarships for postsecondary education and training for at-risk students who stay in school, graduate, stay clean of drugs and otherwise remain out of trouble with the law. Some businesses, foundations, and individuals may not be able to take the time to mentor a student but, nevertheless, have the ability to fund such scholarships for students to use at the college, university, community college, or proprietary school of their choice. These scholarships give students hope and a strong reason to study and stay in school. They can open the door to a much brighter future, including a good job.

Legislation, Executive Orders, Policies, Studies

1995 Virginia establishes higher new **Standards of Learning** in the core academic subjects and a transition-to-work plan that complements this effort. Virginia's plan for School to Work initiatives includes after-school "apprenticeships" (or employment experiences), true, full-fledged mentoring programs, scholarships for postsecondary education and training for "at-risk" students who graduate from high school, stay clean of drugs and stay out of trouble with the law.

1993 **HB 2214** continues the **Governor's Workforce Advocacy Council** as part of a general initiative to strengthen workforce preparation efforts.

SB 990 establishes the **Virginia Business-Education Partnership Program** within the Office of the Virginia Secretary of Education to expand business and community involvement to benefit Virginia's public schools.

The Virginia General Assembly revises apprenticeship legislation to clarify the roles of students, schools and employers.

1992 Legislation establishes a joint committee to study the effectiveness of state initiatives in education and workforce preparation.

1991 The governor appoints a temporary workforce advocacy council.

Coordinating Structure

The Virginia School-to-Work Planning Initiative is located in the Office of the Virginia Business-Education Partnership Program. The director of the School-to-Work Initiative reports to the Virginia Secretary of Education.

Implementation Strategy

The Transition-to-Work Committee of the Governor's Commission on Champion Schools (Governor George Allen's commission on education reform) and the Governor's Advisory Council of the Virginia Business-Education Partnership Program worked closely with the Virginia School-to-Work Office in developing a unified set of themes for School to Work initiatives in Virginia.

Virginia is now holding a series of subgrant competitions through which localities apply for funding. For example, in December 1995 the Virginia School-to-Work Office awarded over $200,000 in grants to 13 localities across Virginia implementing transition-to-work initiatives that promote high academic standards.

Higher Education

A key aspect of the Virginia School to Work program involves initiatives that award scholarships for postsecondary education and training to "at-risk" students who stay in school, graduate from high school and stay drug-free and otherwise out of trouble. In addition, through state apprenticeship programs and other partnership activities, community colleges have been involved in linking K through grade 12 education, higher education and workforce development programs.
New state initiatives to restructure higher education have led to more higher education involvement in regional and state economic development.

Evaluation

The Virginia School to Work Office is in the process of evaluating the progress of the 13 recipients of its subgrants in meeting the goals set out in their applications for funding.

Special Programs

Virginia Beach Careers through Culinary Arts Program (C-CAP) — This program works with area high schools in Virginia Beach and Norfolk to prepare students for careers in the culinary arts, which are a part of the growing hospitality industry in the tourism-driven beach area. The students participate in after-school apprenticeships (or employment experiences) as well as receive related instruction at their high schools. Students also participate in culinary competitions for scholarships for postsecondary education and training.

Scott County Mentoring Program — The Scott County Office on Youth is working to establish a "Big Brothers/Big Sisters" mentoring program in Scott County and in neighboring Lee County. The program's purpose is to match youth (ages five through 16) with adults, selected through a screening process of professional workers, who act as true "big brothers" or "big sisters" to these young people — many of whom are at risk of dropping out of school. The mentors will provide tutoring to help the students with their schoolwork, allow these youths to accompany them frequently on the job and take an interest in these young people off the job and outside of school by endeavoring to build strong personal relationships with them.

Career Pathways is a pilot program sponsored by the James River Corporation, the Department of Education and the Department of Labor and Industry. Students in three high schools receive career education and counseling regarding apprenticeships, cooperative education, mentoring, job shadowing, internships and college preparation.

Through collaboration with community groups, local business and local governments, the **Competitive Employment Work and Transition** program provides disabled and at-risk students at Charlottesville high schools with work-based learning experiences. The program seeks to better prepare these students for the workforce and to encourage their participation in postsecondary education and training.

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WASHINGTON

Overview

Washington is actively implementing School to Work transition initiatives statewide. State funding for School to Work transition pilot projects began during the 1993-94 school year. Washington received a planning grant through the 1994 School-to-Work Opportunities Act and in 1995 the state received a $4.3 million federal grant through the School-to-Work Opportunities Act. The planning grant will help fund the state's plan to expand and integrate School to Work Transition initiatives with existing education reform, develop new teacher training programs, create skills standards and provide students with the experiences they need to help them succeed in the world of work. Regional structures will be established to enhance the development and implementation of connecting activities among School to Work transition partners throughout the state. The state's initiative is the result of an active public-private sector partnership. The initiative is being implemented jointly by these partners.

Education Practices

The Office of Superintendent of Public Instruction does not establish state curriculum, but instead supports curriculum development by local school districts, in part by disseminating information on best practices. State-funded Student Learning Improvement Grants are helping fund local implementation of school reform, including School to Work transition initiatives.

The Governor's Council on School-to-Work Transition developed the vision for Washington's school-to-work transition initiative in 1994. This vision calls for elementary and middle school students to become aware of the world of work through field trips and classroom visits by employers and workers. Students learn that their performance in school will affect future opportunities to pursue the careers that interest them.

All students, before earning a **Certificate of Mastery**, are to engage in career exploration by researching various occupations, visiting work sites and interviewing workers. Students job shadow individual workers to observe how they do their jobs and have adult mentors. Students coordinate their workplace experiences with their classroom experiences, so that each reinforces the lessons of the other. These experiences prepare students to participate in high-performance work teams and total quality environments. They learn how to conduct themselves at work and to assess their own interests and abilities in relation to the career choices that are available to them. All students engage in work-based learning experiences that coordinate with school course work after earning a Certificate of Mastery. These work experiences are governed by a contract between the student, the school and the employer that spells out what the student will learn both on the job and in school. Job placements match the educational and career plans that students have developed during their pre-certificate education.

Legislation, Executive Orders, Policies, Studies

1996 The **Workforce Training Results Study** mandated by SSB 5992 finds that 55% of employers are experiencing difficulty finding new workers with the skills needed for the types of jobs available in the state. Among the most frequently cited skill deficits are problem solving, critical thinking and positive work habits and attitudes.

1995 The governor's executive order creates the **Governor's School-to-Work Task Force** to oversee implementation of the state's School to Work transition system. The Task Force represents business, labor, education and government partners.

1994 An executive order creates the **Governor's Council on School-to-Work Transition**. This 28-member council, representing business, labor, government and education, establishes a blueprint for Washington State's School to Work transition initiative.

One of the "most urgently needed actions" identified in **"High Skills, High Wages: Washington's Comprehensive Plan for Workforce Training and Education"** calls for making the last years of high school part of a School to Work Transition system.

1993 **ESHB 1209, Education Reform Act of 1993**, provides the groundwork for creating a performance-based education system in the public schools and establishes four goals for improving student achievement. Goal four specifically relates to the connection between academic performance and the world of work. The Commission on Student Learning will implement the reforms.

HB 1820 provides $2.755 million to 45 school districts to develop model School to Work transition programs.

1992 **SSB 5953** establishes the **Commission on Student Learning** to build a new student assessment system, develop criteria for a Certificate of Mastery and create accountability methods based on student achievement.

1991 **ESHB 5184** establishes the **Workforce Training and Education Coordinating Board** to coordinate policy, planning and evaluating Washington State's workforce training system; among the board's statutory responsibilities is facilitation of School to Work transition initiatives. Board members represent business, labor, state education, employment and training agencies and special populations.

An executive order establishes the **Governor's Council on Education Reform and Funding** to develop a long-term action plan to reform the state's public schools and improve student performance.

1990 The study, **Investment in Human Capital,** finds that 40% of the state's employers are constrained from expanding or developing new products because of a lack of trained workers and that one-third of businesses are dissatisfied with the level of employees' basic skills.

Coordinating Structure

The Governor's School-to-Work Task Force provides policy direction and leadership for school-to-work transition system development and ensures the coordination of agency and organization partners. To date, the task force has reviewed and approved the first-year work plans for each partner and for the task force itself. These plans describe the responsibilities of each partner and detail contractual commitments for the Governor's Office of Financial Management, which serves as the state's fiscal agent.

A **Business-Labor Alliance** is raising awareness of School to Work transition among union members and businesses. The alliance is recruiting new business and labor participation in local school-to-work transition initiatives; providing technical assistance to employers and workers as they prepare for and conduct youth training; and working with the Workforce Training and Education Coordinating Board to coordinate the development of work-based learning opportunities.

Work groups of agency and partner organization staff are working to include occupational health and safety standards in essential learning requirements; exploring liability issues surrounding non-paid work-based learning experiences; building a seamless work-based learning system that connects K through grade 12 to the postsecondary system; ensuring that the needs of all students are met; providing direction for communications and marketing; and developing core competencies for six high school career clusters.

Implementation Strategy

Washington's effort to expand School to Work transition at the local level is building on the work of 45 school districts that have received state funds to develop such initiatives since 1993. This year, $3.5 million in state and federal School to Work transition funds have been awarded to continue development of local initiatives. Awards launched 50 new local partnerships and more than 20 consortia, which represent the combined interests of several school districts, employers, labor unions, community agencies, and other qualified partners. Interest among school districts is growing steadily and additional local partnerships and associations are being established. A formal regional structure is due by the end of 1996.

Higher Education

Developing educational pathways and ensuring increased options for students as they move from high school to further education or to the workforce are central to Washington's School to Work transition initiative.

The State Board for Community and Technical Colleges (SBCTC) has established 22 tech-prep consortia involving 32 community and technical colleges, 287 high schools and a statewide advisory committee representing business, labor, government, education and parents. In addition, 15 four-year colleges and universities, several private vocational schools and a Native American college are involved with tech prep. For the School to Work Transition initiative, SBCTC is developing skills standards; linking skills standards to academic standards, curricula development and teacher certification; and developing a process for assessing student skills achievement.

The legislature established the **Running Start** program in 1989, allowing high school students to take classes at the state's two- and four-year colleges and universities during their junior and senior years. Credits earned are applied toward both high school graduation and skill certificates or college graduation.

The Admissions Standards Advisory Committee, representing admissions officers of the state's colleges and universities, is developing competency-based admission standards connected to the state's education reform and school-to-work transition initiatives.

A partnership of Central Washington University, the Office of Superintendent of Public Instruction and three trainers for vocational-technical educators is establishing a professional development center at the university. The center will coordinate training to prepare entry-level teachers for instructing competency-based, vocational-technical education programs. The training will include School to Work concepts and philosophy. Also, the Office of Superintendent of Public Instruction will make competitive grants to teacher training providers for developing teacher preparation models for School to Work.

Evaluation

Washington was one of six states to take part in a national project sponsored by the National Governors Association to design the next generation of performance management systems for workforce development programs. The state's "Performance Management for Continuous Improvement" system establishes a process for evaluating results, making discretionary budget decisions and continuously improving performance toward identified system and program goals. The Workforce Training and Education Coordinating Board, in collaboration with the Office of Superintendent of Public Instruction, State Board for Community and Technical Colleges, business and labor and other stakeholders, will assist in developing and implementing the evaluation for School to Work transition initiatives.

Special Programs

Bethel School District. The suburban district near Tacoma, Washington, begins School to Work transition activities in the 8th grade with career-assessment inventories, career portfolios and initial selection of a career path. In the 9th grade, additional career-interest assessments and self-assessments are made and a career-path field trip for every student is arranged. As sophomores, students are engaged in career-preparation units and they are offered job shadow opportunities in their career pathway. These activities are coordinated by a career link coordinator at each high school career center, which link students, teachers and community resources.

Methow Valley School District. A small, remote rural district in North-Central Washington, Methow Valley places all high school students in community-based learning experiences every Wednesday afternoon for five weeks in the fall, six weeks in the winter and two full days in the spring. Students choose from more than 200 course offerings. Students do not get paid for these experiences, but their contact with local employers often results in summer and/or full-time employment. The program, more than six years old, is strongly supported by parents, students, teachers and the community.

New Market Vocational Skills Center. The skills center is a cooperative project of 10 school districts and Thurston County Community Youth Services. It offers a training and transition program for high-risk youth, ages 16 through 20, who have dropped out of school for three months or more. This program is organized around career majors and a simulated work environment in the school. It has been so successful in engaging and motivating young people that state policymakers chose to invest $1 million of prevention funding from the juvenile justice budget to expand the program to all eight skills centers in the state and to one community and two technical colleges.

The Manufacturing Technology Advisory Group (MTAG). This coalition of industry, labor, education, state government and community organizations is developing and promoting a manufacturing technology education program that begins in high school and leads to an associate degree at community and technical colleges. The core competencies produced by MTAG have been developed and validated by business, both in small panels and through a survey of 177 manufacturing firms. Five tech-prep consortia in the Puget Sound region are developing instructional modules for each of the competencies and these materials are being field tested in both high school and community and technical colleges.

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Source

Workforce Training and Education Coordinating Board, April 1996.

WEST VIRGINIA

Overview

West Virginia is including School to Work as an integral part of *Education First*, the state's Goals 2000 initiative. School to Work is seen as providing specific strategies to eliminate the general track curriculum through its focus on career development, connectivity with workplace competencies and interagency collaboration. Education First is seen as contributing the umbrella of energized local development and implementation of unified school improvement plans. Regional School to Work partnerships are being built around the 11 community and technical college district consortia. Local school improvement councils are the primary mechanism for involving parents, business and the community in strategic planning and program implementation. Forty of the state's 55 school districts have formally eliminated the general track curriculum.

Education Practices

West Virginia's vision for workforce development:

> *. . . all West Virginians will possess a core of competencies, skills and personal qualities that enables them to learn and make smooth career transitions in response to technological innovation and market competitiveness.*

In K through grade 5, students develop an awareness of the world of work and how academic success in school is necessary for success in the workplace. In grades 6 to 8, students participate in career exploration and development of tentative career interest based primarily on job shadowing, mentorships and simulation. By the end of the 8th grade, all students are prepared to develop the first component of a five-year educational plan that details courses to be taken in grades 9 through 10. They also select one of five broad career clusters for further exploration.

More focused career planning and decisionmaking follow in grades 9 and 10, with increased opportunities for work-based experience focused in a cluster area. After grade 11, learning is more clearly defined in terms of a "career major." Three curriculum pathway options are open to students: the four-year college preparatory pathway; the Tech-Prep Associate Degree Pathway (TPAD); and the technical certificate pathway.

A **Student Skills Project** under the direction of the West Virginia Business and Education Alliance, a division of the private sector-sponsored **West Virginia Education Fund**, helps to connect public education, higher education, workplace and community- and family-support systems by strengthening ties with employers and providing students and families with information on the skills needed for success in work and college. The Education Fund, privately supported by approximately 400 businesses, had a 1995 budget of $900,000 to support public education statewide.

Effective 1995, all public school students receive a **certificate of proficiency** in addition to a high school diploma. This certificate is designed to identify verified academic proficiencies, assessment results, technical skills, honors and extracurricular activities in which the student excelled. Students who meet specific standards will receive **warranty** recognition for five years after graduation. In addition, many schools provide students with **vocational certificates** that list the occupational skills that the student has mastered.

Eighth graders must complete an individualized student transition plan developed in conjunction with parents and school personnel. The first part of the plan outlines the strategy to acquire core competency skills while exploring career cluster occupations. This part of the plan is completed at the end of grade 10 and includes more detailed preparation toward a career major, including activities to be accomplished in the first year following high school.

The West Virginia Joint Apprenticeship Advisory Council meets monthly to recommend policies related to 102 apprenticeship occupations. The steering committee is composed of representatives from manufacturing, trades and health services as well as the U.S. Department of Labor, Bureau of Apprenticeship and Training. West Virginia has 60 active youth apprenticeships in 14 areas. The state also is developing a Capstone.Partners-in-Training Internship program.

The state is focusing on expanding student participation in the registered youth apprenticeship program, cooperative education and internships. In rural areas, plans call for further development of project **REAL (Rural Entrepreneurship through Action Learning)**, summer learning, distance education and the **Governor's Summer Youth Programs**.

Legislation, Executive Orders, Policies, Studies

1996 The legislature passes **SB 300, Jobs Through Education**, which establishes policy and guidelines to ensure that all students are prepared fully for college, other postsecondary education or gainful employment. The act establishes a state-level **Jobs Through Education Employer Panel** to help determine standards for workplace readiness and requires public and higher education collaboration to help students better prepare for "college readiness." The act also extends the state's computer program into middle school, junior high school and high school as a multi-use technology infrastructure; requires mandatory school principal training every four years, as well as refocused staff development for teachers and counselors; and builds relevant outcome measures into the school accreditation and report card standards.

1995 The legislature passes **SB 547, Community and Technical College Consortia**, which establishes broad-based community and technical college consortia to serve 11 districts. Colleges and universities are expected to establish strategic plans for change and a system of community and technical education. The bill provides a regional structure for collaboration among public and postsecondary education, business, industry, labor and economic development.

The **Community and Technical College District Consortia Committees** (WV Code 18B-3-3a) are established as multi-agency, public-private statutory bodies to advise and assist the administrative head of each university system and of each state college system community and technical college on matters related to School to Work. They include representatives from throughout the district of the major branches of the community and technical colleges, vocational-technical centers, comprehensive high schools, four-year colleges and universities, community service or cultural organizations, economic development organizations, business, industry, labor, elected public officials and employment training programs and offices. Public school superintendents serve on the consortia committees.

1994 At the request of Governor Gaston Caperton, the legislature enacts the **Work Force Development Council** (WV Code 5B-2D-8), recommended by the Investing in People Task Force. Chaired by the governor, the council is charged to coordinate all existing and new job training programs, including the development and implementation of a statewide School-to-Work Opportunities System. Other included initiatives: one-stop-shops, results-oriented performance standards for job training programs and more efficient, client-focused job-training delivery systems.

A strategic planning process for school improvement, the "**Education First Initiative**," begins under the federal Goals 2000 act. This initiative, chaired by persons from the private sector, is led by a small interagency team and a 70-person advisory panel with four representative committees. This initiative is linked to School to Work by overlapping memberships. Education First builds on the framework of past education reform initiatives that emphasize local empowerment within a framework of state policy objectives and measures of accountability.

The **State Master Plan for Public Education** is revised to outline the general standards for academic, vocational and special education programs and sets the direction for the system as it addresses the provisions of Goals 2000 and School to Work.

1993 The **West Virginia Business and Education Alliance** completes an assessment of the state's public education system. The report identifies the following strengths: performance measures for student and school success, public school faculty senates, local school improvement councils, curriculum teams, staff development and use of educational technology. It identifies as a shortfall the continued existence of general track curriculum.

1990 **Local School Improvement Councils** (WV Code 18-5A-1) are established. Membership includes persons from business, industry, labor and the local community. These are the primary means for involving parents, business and the community in site-based management. Under this act, each public school faculty senate is to establish a strategic plan to manage the integration of special-needs students into the regular classroom.

The tech-prep associate degree concept is introduced to the state.

1988 The state establishes the **Performance-Based Accreditation System (State Code 18-2E-5)** to measure the performance of students from individual schools.

1985 **State Board of Education Policy 2520** requires the specification of instructional goals and objectives for all programs of study within the public school system.

Coordinating Structure

West Virginia's planning for School to Work began as a subcommittee of a larger "Investing in People" task force, which included 18 representatives from business, industry, labor, the legislature, education and state agencies. Eventually, the planning team was expanded to include 90 persons broadly representative of stakeholder interests across the state, including counselors, local educators, colleges, training providers, administrators, youth corrections, rehabilitation services and others.

As part of the state policy framework, four subcommittees were formed among the expanded stakeholders group to address four major areas for planning: standards, credentialing and assessment; career guidance and counseling; local partnership development and support; and staff development.

The primary staff work was and is conducted by an interagency planning team of staff from the Office of the Secretary of the Arts, the Department of Education, the Community College Division of the Higher Education Central Office, the Bureau of Employment Programs, the Joint Commission for Vocational-Technical-Occupational Education, the Development Office and the Center for Professional Development.

Implementation Strategy

School to Work has been included as an integral part of the state's Goals 2000 initiative, "Education First." One of the top four rated proposals under an Education First request for proposals was a local proposal for School to Work. The Education First process includes eight regional forums for public input on the planning process. These will be followed with strategies for technical assistance to build local capacity for strategic planning and program development and strengthen business and community involvement.

The 11 community and technical college district consortia committees provide the support structure for the integration of secondary and postsecondary programs and the identification of workforce training needs. These consortia provide technical assistance and are responsible for the development of a district master plan to encourage shared programs and resources. A state planning team liaison is assigned to each consortia committee.

Local school improvement councils are the local level stakeholder/partnership groups for business, community and parent involvement in career development and outreach. These councils have authority for requesting waivers of state and county policies and regulations.

Higher Education

West Virginia University offers graduate credit for an intensive two-week summer course for teachers, "Career Awareness Institute." The course combines curriculum with worksite visits to increase educator awareness of the work environment and expectations of employers.

Evaluation

The overall evaluation design will employ internal and external reviews, using quantitative and qualitative review. A third-party evaluator will be contracted to provide annual process and results evaluations for the system. Regional and local partnerships also will be encouraged to use third-part evaluators. Plans call for data to be drawn from the West Virginia Education Information System (*e.g.*, completion rates, college-going rates, graduation requirements and standards, special populations) and the Vocational Education Management Information System (*e.g.*, state and county testing, employment wage and data, numbers of students in formal work-based learning programs).

West Virginia School to Work opportunities system performance standards include the following: percent of students participating fully in School to Work, successfully transitioning to employment, receiving certificate of proficiency with a warranty endorsement, graduating with an industry recognized credential, continuing with postsecondary education, completing five year career/education plans, creating portfolios, and being involved with both formal "paid" and informal "unpaid" work-based learning; also, the percent reduction in the dropout rate, the percent of teachers gaining worksite experiences, the percent of the state's business-industry sector involved in partnerships and the percent of schools developing unified school development plans.

Special Programs

The **Governor's Guaranteed Work Force Program**, administered through the West Virginia Development Office, develops customized, structured training plans for students and participating businesses. This includes curriculum development, staff development and mentor training. Efforts are being made to establish student worksite learning opportunities during negotiations as businesses apply for funds from the work force program.

School-site advisors, workplace learning coordinators, worksite mentors and employers work together to develop an **individual training plan (ITP)** for all formal worksite placements, including skills to be attained, benchmarks, methods of assessment and provisions for credentialing.

Vocational-technical instructors have been able to gain "Back-to-Industry" experience and to participate in "Technical Update" workshops as part of the **Vocational Education Professional Development Program**. The state now plans to make these experiences available to counselors, academic teachers and business-industry personnel.

Notes

West Virginia is part of the Southern Regional Education Board's *High Schools That Work* network.

Five pilot projects have built upon local partnerships created by tech-prep consortia.

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Southern Regional Education Board, *State Initiatives in School-to-Work*, July 29, 1995.

WISCONSIN

Overview

One of eight first round implementation states, Wisconsin received $4.5 million under the 1994 School-to-Work Opportunities Act and in 1995 received an additional $9 million. Wisconsin's School to Work initiative is based on local partnerships, youth apprenticeships, career counseling centers, tech prep and postsecondary enrollment options. Wisconsin has been one of the leading implementation states for School to Work and education reform. As the state enters phase II of this process, considerable attention is being paid to coordinating federal and state resources. Plans call for all School to Work local programs to include paid, high-quality work-based learning experiences. The state strategy for integrating academic and work-based learning is to reorganize the curriculum around career majors.

Education Practices

Wisconsin's vision for School to Work:

> *When the class of 2000 graduates, 90% will have achieved basic skills mastery against challenging state and national academic content standards at the high school level; all students will have a career plan; all students will have had at least some exposure to the workplace; one of three graduating seniors will have a career major linked to an associate degree and be planning to go on to a technical college; one out of five high school seniors will have earned or will be in the process of earning a state skill certificate in an industry area; and such skill certificates will be available in 30 industries.*

Wisconsin's **Developmental Guidance Program** includes curriculum and counseling that prepare students for career choice and inform them of School to Work options.

Students completing youth apprenticeship and skill certified co-op programs must master state-specific competencies for skill certification. These competencies are based on skill standards established by employer-based coalitions and/or a national skill standards organization. Students are assessed by certified instructors and worksite mentors.

The state is organizing industries into key sectors to produce skill standards and statewide curricula.

Wisconsin has a nationally recognized youth apprenticeship system in 13 industry areas. The state also has developed one-year cooperative work-based programs in three industry areas. These programs transform traditional vocational cooperative programs into industry-based, skill-certified programs that mirror the youth apprenticeship model.

For the past two years, using tech-prep funds, work has been conducted with 16 consortia statewide to develop a "train the trainer" model for integrated and applied curriculum development. This model is based on five days of training and a K through life curricular framework; more than 500 trainers have completed the program to date.

Eight Wisconsin career centers for youth opened between October 1994 and April 1995. These centers provide youth with guidance in determining a career goal and structuring a career path to get there. The goal is to link these centers with state Job Centers and local school districts. To date, 33,000 students have used the career centers.

Legislation, Executive Orders, Policies, Studies

1995 **Wisconsin Act 297** creates a **Council on Workforce Excellence** as an advisory body to School to Work and other employment and training initiatives.

1993 Part of **Wisconsin Act 16** creates the **Governor's Office for Workforce Excellence**. Administratively housed in Department of Industry Labor and Human Relations (DILHR), this office coordinates state and federal resources and manages the youth apprenticeship programs and career counseling centers within the state. The act also establishes the career counseling center program.

Wisconsin Act 339 modifies the education for employment standard in order to incorporate the standard into the School to Work initiative. The act requires that, starting in 1997–98, school districts are to incorporate into career programs applied curricula, guidance and counseling, technical and college preparation, youth apprenticeship and other work experiences and instruction in employment skills.

1991 The 1991 **Wisconsin Act 39** requires DILHR to work the Department of Public Instruction and the Wisconsin Technical College System Board to develop a youth apprenticeship program and creates a 12-member youth apprenticeship council in DILHR to coordinate the program. The act also requires that school districts establish tech-prep programs, with the assistance of the technical college system board.

The **Governor's Cabinet for a Quality Workforce** assumes oversight of the School to Work initiative.

1990 The **Governor's Commission for a Quality Workforce** provides initial oversight for the School to Work initiative.

1987 School districts are required to provide K through grade 12 students with access to an education-for-employment program that includes applied basic skills instruction, school-supervised work experience, instruction in employability skills and attitudes and the study of economics. The program must include a vocational-education program for grades 9 through 12, the establishment of a business-education partnership council and the integration of other state standards and requirements.

DILHR is authorized to make grants to school boards and technical colleges to provide training grants to employers who provide work-based learning opportunities for students.

Coordinating Structure

The **School-to-Work Cabinet** is charged with policy, oversight and coordination. This includes coordination of state-level planning, implementation activities, benchmarks, budget requests, reports and evaluation. This cabinet includes the superintendent of public instruction, director of the Wisconsin technical college system, the secretary of industry and labor and human relations, and the secretary of administration.

The **School-to-Work System Policy Staff** (an interagency team) work at the operational level on system design and implementation. The staff has been designated from the Departments of Public Instruction; Industry, Labor and Human Relations (DILHR); Administration; and Health and Human Services; also from the Wisconsin Technical College System, the governor's office and the University of Wisconsin System.

The state is creating a **Council for Workforce Excellence**, representing all sectors of the system, including public agencies and entities, the private sector and organized labor. One of the council's priorities is to integrate School to Work policies with all other education and training systems and governing bodies in the state and to advise on implementation.

Implementation Strategy

The state currently has 31 partnerships, often contiguous with existing technical colleges or Cooperative Education Service Area boundaries. Partnerships are typically multi-district, especially in rural areas. Over 86% of the state's school districts are involved with a School-to-Work-Opportunity-Act funded partnership.

The state is requiring a significant local match for School to Work funding by all partnerships. Each partnership has to explain how it will be sustained and to provide a local match of 25% in year two, 50% in year three, 75% in year four and 100% in year five.

The School to Work initiative is administered in the Governor's Office of Workforce Excellence at DILHR.

Higher Education

The University of Wisconsin provides leadership for professional development for teachers, the evaluation system for School to Work, technical assistance, competency-based admissions, public information on local tech-prep and School to Work partnerships.

Curriculum mapping is one way in which students enter postsecondary education. Curriculum mapping identifies a sequenced program 2+2 (high school+two-year college), or 2+2+2 (high school+two-year colleges+four-year campus) for a specific career cluster. Through the influence of tech prep, there has been a steady rise in the number of articulation agreements. Students who complete a youth apprenticeship can receive credits at technical colleges which offer a related associate degree.

The **Postsecondary Options** program permits high school students to receive high school credit as well as postsecondary credit upon completion of certain courses taken at a postsecondary institution. The local school district pays for the tuition.

Wisconsin technical colleges are working with high schools to develop curriculum maps in broad occupational clusters. High school juniors and seniors may take technical college, University of Wisconsin courses, or private college courses for high school and/or college credit.

Evaluation

The University of Wisconsin Center for Education and Work will help design the evaluation system. This system will include progress made toward system benchmarks and local performance standards. Local partnerships will use common performance criteria and data and focus groups of key stakeholders will be used to provide qualitative information.

Special Programs

The **Milwaukee Public Schools** grant partnership is a K through grade 16 system that unites the public schools, universities, colleges, technical colleges, labor, employers, parents and the community in a districtwide education reform effort. The reform agenda combines academics, career exploration and preparation.

The **Rock County School-to-Work Partnership** combines five school districts in using the **Wisconsin Development Guidance Model** to provide an instructional and guidance strategy aimed at improving educational outcomes. The partnership focuses on an expansion and improvement of career planning processes.

The **Washington County School-to-Work Partnership**, a consortium of five districts, is focusing on increasing work-based learning opportunities for students by expanding existing youth apprenticeships in finance, health, insurance and printing, as well as developing new apprenticeships based on integrating state and national skill standards.

The Northeast Regional School-to-Work Network is a consortium of 37 school districts that are using feedback review teams for continual improvement and sharing of successes. This region also is using interaction technology to establish optimal distance learning capabilities.

The Dane County School-to-Work Partnership (of 15 school districts) includes a comprehensive youth apprenticeship program, a decentralized career counseling network and the establishment of a summer model implementation institute.

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Sources

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WYOMING

Overview

In 1990, Wyoming's State Board of Education established new accreditation rules that called on each school district to redefine its programs into a performance-based system by 1997. Under these new rules, districts will be required to address career options and applied course work. The state's history of local control, however, makes it unlikely that change will be mandated. Wyoming used 1994 planning grant money to build an extensive system of local partnerships and is now placing particular emphasis on encouraging employer participation. The state also is conducting meetings with the Wyoming Air National Guard and Army Guard for possible use of the 23 armories located throughout Wyoming as training sites.

Education Practices

The School to Work Office will organize and centralize critical information, technical assistance and training. Through the School to Work Office, teachers will have the opportunity to participate in Demonstration Institutes.

Legislation, Executive Orders, Policies, Studies

1996 School to Work is formally legislated in a Division of Workers' Safety Compensation law and a Division of Labor law dealing with liability coverage and hours allowable to work.

1994 The state creates a formal structure to identify current programs with School to Work activities, develop collaborative teams, inform the public and develop a state plan.

1990 New accreditation rules call on each school district to redefine programs into a performance-based system by 1997.

Coordinating Structure

A nine-member governor-appointed **School-to-Work Management Team** provides vision and guidance for the School to Work initiative. It is composed of representatives from the State Department of Education, Department of Employment, Department of Commerce, Wyoming Community College Commission, State Council on Vocational Education, postsecondary education, family services and organized labor.

A 32-member **statewide collaborative team** has been selected by the management team to provide a direct link to regional leadership groups and local communities. This team is responsible for providing advice and marketing and for expanding initiatives at the local, regional and state levels. This team (composed of private and public sector officials, secondary and postsecondary professionals, employment and family services representatives, apprenticeship leaders, locally elected officials, business leaders, special population groups and parents) makes recommendations to the management team.

Implementation Strategy

The state will complete the administrative structure to serve teachers, counselors, employers, students and parents. In subsequent years, pilot sites and demonstration projects will be rolled out across the state through a competitive process.

Higher Education

All seven community colleges have articulation agreements with one or more high schools. A little less than one half of the state's high schools have articulation agreements with at least one community college. The state plans to have these agreements increase 10% per year over the next five years.

Evaluation

Wyoming plans to work with external consultants to complete an annual fiscal audit and to conduct program evaluation. In addition, the School to Work office and the management team will conduct quarterly process evaluations, tracking whether the achievement of goals and objectives are according to the state timetable.

These offices will develop an annual evaluation that includes numbers of students participating; student performance at work-based learning sites; number of students progressing to postsecondary education; percentage of dropouts; number and quality of professional development programs created for teachers, counselors and parents; number of 8th through 12th grade students creating individual career development plans by the year 2002; number of industry-specific focus groups providing technical and practical assistance to groups; and self-assessment of counselors, teachers and employers who benefit from training. Local reviews will be conducted by representatives from the private and public sector. Baseline data for students will be established during the first year and updated annually thereafter.

Wyoming will establish a benchmarking system to provide a clear set of goals and desired level of achievement for employer involvement. These benchmarks will include the following: percentage of employers providing work experiences, offering field trips and company visits to schools, serving on curriculum development committees, visiting schools regularly and providing career information to school or college career centers. Other benchmarks include the number of high school-community college articulation agreements, the establishment of career academies and the use of technology to link rural communities.

Special Programs

To encourage more women into non-traditional, high-pay careers, Wyoming uses Eisenhower Act funds to support five conferences entitled "Expanding Your Horizons" throughout the state. The conferences serve approximately 1,500 young women and are centered on women mentors employed in the science and mathematics industries. Through the "All Aspects of Industry" system, special emphasis is placed on alerting women to many career possibilities within an industry.

Notes

As of 1995, Wyoming has funded 22 local partnership subgrants throughout the state.

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Source

Wyoming School-to-Work Implementation Grant Application, June 1995.

PUERTO RICO

Overview

Puerto Rico has been successful in attracting high-tech industries to the island. The future of Puerto Rico is dependent on expanding the preparation and education of students for the highly skilled, high wage jobs that are available on the Island. Over the last few years, numerous island-wide educational reforms have been enacted, emphasizing the relationship between educational success and economic well-being. In 1991, Puerto Rico was a pioneer in linking the workforce preparation efforts of its Department of Labor with those of its Department of Education. Aware of the importance and need to move forward, the implementation of a truly island-wide School to Work (STW) system has received clear and unambiguous support.

Education Practices

Puerto Rico's vision for School to Work:

> *Every local school to work partnership will be part of the island-wide system build on traditional standards that are explicitly tied to education reform, economic development, and serving the needs of all students. No local school to work partnership will be marginalized, nor will any local partnership develop in isolation from Puerto Rico's other educational initiatives. An island-wide approach assures a broad understanding and appreciation for local school to work partnerships among students, employers, labor unions and the public, allows schools, employers, and other practitioners to draw from a broader base of experience and knowledge in designing and delivering youth instruction. State level support mechanisms will ensure world-class skill standards that describe a wide range of competencies in all aspects of industry, thorough innovative professional development programs, island-wide recognition of credentials, and clear linkages to a variety of postsecondary learning options among others. Students must have labor market mobility; skill certification must be portable. The wider the range of locations that understand and value a student's work experience and skill credentials, the more successful Puerto Rico's STW system and its graduates will be.*

Performance standards already exist under the Department of Labor's Job Training Partnership Act programs and under the Department of Education's vocational-technical programs. Each existing program has performance measures that are valid within its respective context. Industry representatives have been encouraged to use National Occupational Skill Standards as a baseline for their work where applicable.

Legislation, Executive Orders, Policies, Studies

1994 **New Economic Model of 1994** states that efforts will be centered on the development of human resources. Among its objectives is the creation of an economy that generates well-paid and stable jobs for youth and that permit not only improvements in levels of

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income but also a more just distribution of that income. In the description of strategies the Economic Model aims to:

- create an effective vocational education system that integrates the private sector in developing effective approaches
- stimulate a decentralized education system based on community participation, the concept of competition and choice, that produces citizens with the skills required in the new economic context
- integrate experience in the school-training-work continuum to insure that society stimulates the formation of a productive and positive citizen.

Celebration of Education Summit, "Education Puerto Rico 2000 and School to Work, from Vision to Reality," is coordinated by the Governor's Education Advisory Office. This summoned participation of parents, students, teachers, industry, higher education representatives, government officials and community in general.

An executive order is issued to establish the School to Work State Board that would develop the state system. Members are assigned by the governor and duties are set forth in detail.

1993 **Bill 18** decentralizes the island's education system, encourages creativity, innovation and technological development.

1991 **Bill 97** forms the **Technological Occupational Education Council** assigning it oversight responsibility for programs under both the Job Training Partnership Act and the Carl Perkins Vocational and Applied Technology Act. Three years before the implementation of the federal School-to-Work Opportunities Act, this council begins to forge a meaningful collaboration between the island's occupational training programs.

1990 **Bill 68, Educational Reform Act**. This law changes the island's education system, defining the direction for change and educational reform by redirecting the efforts of the Department of Education to a system that centers on the individual students. It has opened up new avenues of educational styles. This law makes changes in priorities consistent with Goals 2000, strongly emphasizes teaching languages and mathematics and places a high priority on occupational training.

Coordinating Structure

The state board and the steering committee, representing a broad cross section of the island's community, are the primary oversight bodies of the School to Work system and as such ensure meaningful participation and collaboration of state partners. State board members have been appointed by the governor and include both secretaries of labor and education. The state board is chaired by the secretary of governance, former president of the Puerto Rico Chamber of Commerce. The finance office of the Puerto Rico Department of Labor has been designated as fiscal agent to receive and manage School to Work funds. The executive director reports to the state board chairman and has overall responsibility for the project: planning, organizing and facilitating any directives emanating from the state board.

Implementation of the state plan is the responsibility of the state board's governance structure, with oversight and guidance of the steering committee, extending to the local partnerships which replicate the representative contained in the state board. The governance structure includes committees designed to assure that policy is established and coordinators ensure that solid communication and technical assistance is provided to local partnerships. Through the implementation period of the next five years, the steering committee will remain active as an advisory board to the School to Work system.

Implementation Strategy

The state board is committed to strategic implementation of the School to Work system to ensure island-wide coverage by the year 2000. Initial marketing efforts began with a high profile education summit on December 5, 1994.

Four industry/area clusters are targeted for the first year: hospitality and tourism, health care, financial, and retail services and manufacturing. Efforts to expand the School to Work system will also target other up-and-coming industrial sectors: agricultural bio-technology, telecommunications and computer automotive technology. Existing relationships between industry and educational institutions offer a foundation for the creation of other new local partnerships. Companies currently linked with schools will be encouraged to design additional programs of career awareness and exposure curriculum and provide input on skills standards and technical assistance on integrating the academic curriculum to their needs.

The overall development strategy begins with eight local partnerships, which will cover six major Metropolitan Statistical Areas in Puerto Rico. These include some of the most densely populated areas with over two-thirds of the island's population.

Higher Education

The multi-campus University of Puerto Rico (UPR), which includes two-year and technological colleges, is spearheading the drive to provide local partnerships with model articulated curricula ensuring a sequence of unduplicated learning in each career cluster area continuing from the secondary to the postsecondary level.

UPR has accepted the School to Work State Board's charge of responsibility for providing direct assistance to the eight local partnerships and the development of model curriculum that integrates academic, vocational and occupational learning, school-based and work-based learning and secondary and postsecondary learning for the various career clusters. UPR will also design and deliver professional training for teachers, employers, workplace mentors, school-site personnel and other key parties involved in the School to Work system.

Tech prep: Implemented in 1992 in the vocational schools, tech prep involves students from 10th to 12th grades. Its curriculum is prepared in conjunction with private industry and is responsive to present and future technological demands. This program seeks to serve as a catalyst for change in the philosophical and cultural perception which affect those educational areas directly related at vocational, technical and other skills.

Puerto Rico Statewide Systemic Initiative (PRSSI): This program brings together UPR, the Department of Education (DOE), private universities, industry and the Teachers' Association in Science and Mathematics with the purpose of re-inventing and modifying the teaching process, its techniques and approaches. This program involves 21 pilot programs which are coordinated by UPR and DOE, nine major pharmaceutical companies and two national foundations.

Industry-University Research Center (INDUNIV): This is a joint venture between the UPR and the National Science Foundation which provides a forum for industry and academia to meet and address needs and match resources. It is anticipated that this liaison will be crucial for the School to Work connection.

Youth and Transition Program (JTPA): This project is jointly operated by DOE and the Right to Work Administration. It is directed to 11th and 12th grade students with the aim of providing students' occupational goals, reinforcement of academic skills and job counseling.

For the first year School to Work has identified eight labor markets, awarded planning grants and will provide a technological assistance program using industrial expertise in partnership development. Local partnerships have been already established as follows:

- Tourism and hospitality — five schools, 4707 students
- Banking and financial services — one school, 540 students
- Manufacturing — two schools, 1330 students
- Health and pharmaceutical services — one school, 751 students
- Electronics and manufacturing — two schools, 1290 students
- Retail — one school, 1050 students

Puerto Rico's School to Work program has obtained the cooperation of the University of Puerto Rico for several critical elements of the program necessary to develop skill standards both work-based and academically based.

Evaluation

The outcome of the School to Work system will be assessed against performance standards and measures. At the outset, the School to Work system will use a combination of the JTPA Title II-C Youth Performance Standards and the Perkins Performance Standards to evaluate the success of local initiatives.

Assessments will be measured against skill standards and competencies. In addition to industry-specific standards, additional measures to determine the impact of each local School to Work initiative will be used. These standards will include student capability to enter the workforce or pursue higher education options.

The state board has approved 12 principles for skill standards. In academic work-skills, the Puerto Rico Department of Education has a student assessment program that is under continuous revision, incorporating the concept of academic skills needed for the workplace as a paramount element in its measures.

Initially, seven performance standards measures will be utilized in conjunction with the industry-specific standards. Additional measures to consider the effort of School to Work in relation to employers' skill needs, as well as opportunities for gifted and talented students, will be developed at a later stage of the implementation phase.

Special Programs

Tech prep. The Department of Education has formed a partnership with Puerto Rico 2000, a nonprofit organization of 23 main industries. Implemented in 13 vocational schools, it offers a variety of worksite learning activities beginning in the 10th grade and completed only after two years of postsecondary education. Through Puerto Rico 2000, the private sector provides curriculum counseling and work-based experiences through a mentoring program, coordinates visits to employment sites and offers actual work experiences.

Cooperative Programs. At both secondary and postsecondary levels, students can participate in paid work experiences in areas related to their program of study. The school and employers share joint responsibility for overseeing the students' work and assuring proper employment placement.

Puerto Rico Statewide, Systemic Initiative (PR-SSI). The goal is to develop a workforce which can address present and future needs and the demand for graduates in science and mathematics. The program involves 66 pilot model schools. Integrating the efforts of PR-SSI will assure that high quality, mathematics and science skills are a fundamental part of each School to Work initiative.

Adopt-a-School-Program. Over 300 businesses currently are linked with local schools, elementary and secondary levels. Sponsorship arrangements include a wide range of service relationships, financial support, career awareness an counseling.

Junior Achievement. A one-year course is offered to high school students. A teamwork strategy between teachers and a volunteer business consultant teaches students economic theory through organizing and operating their own company.

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Puerto Rico School to Work, Implementation Grant Application and State Plan, June 1995.

A New Economic Development Model, February 1994.

Ahead of the Learning Curve: Empowering Teachers, Students and Parents - How Puerto Rico is Reforming Public Education, January 1994.

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